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ABSTRACT

The first of a three-volume set, this handbook provides direction to K-3 educators for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections present teacher and student directed activities which correspond with the subject curricula. Arranged in order of difficulty, each student activity page is linked with a springboard idea in the teacher-directed activity section. Activities for individuals, small groups, and total classroom discussion are included. The bibliography contains the sources of materials that were researched for activity ideas. (Author/BM)

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OCCUPATIONAL EDUCATION COORDINATORS' HANDBOOK

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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K-3

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ABSTRACT

The HAND BOOKS provide direction to K-8 educators for integrating occupational information with the academic subjects of social studies, language arts, mathematics, and science. Following a section on bulletin board ideas, separate subject sections contain teacher and student directed activities which correspond with the subject curricula.

A set of HAND BOOKS consists of three sections, K-3, 4-6, and 7-8, each having its own cover. The shrink-wrapped set is punched and ready to be placed in a loose-leaf binder to be supplied by the user.

PREFACE

Cooperative Approach to Teaching

"All children should be prepared for the world of work through programs of career education. The career education responsibility should be shared by school district personnel at all levels so that in every curriculum area all types of occupations are shown to have an important place in today's world."[1]

To meet this goal and to help children learn with the greatest amount of success, a group effort is needed on the part of all educators: teachers, counselors, occupational information coordinators, and administrators. School must be a big business when it comes to operating financially, but it dares not even hint of big business when it comes to deciding what is best for a particular child at a particular moment. There is no formula for deciding what will be the best preparation for a person ten years, or even fifty years, from now. The age-old business of individualizing continues to be the basis upon which life depends. People do not like, do, think, or feel alike; neither can they all prepare in the same way for their places in the working world.

It takes much planning and understanding on the part of educators and parents to create in individual children an awareness of themselves, as well as an awareness of the world around them, and what lies ahead for them in the future.

School was once strictly book learning, but now, it seems, facts are not enough. Lately educators have begun to talk about the importance of understanding oneself, setting goals, testing ideas related to those goals, and being able to change goals without threat or trauma. Many educators are now promoting the idea that students must be ready for the working world whenever they leave the system of education. This process of occupational and self awareness, then, should begin early in education and continue to grow throughout the person's school experience. During students' formative years practically every experience has occupational significance. The courses and activities in which they engage influence their abilities, interests, and attitudes. These, along with their knowledge of the world-of-work and their

[1]"State Board of Education Goals Statement," Illinois Office of Education, adopted November 13, 1975.

physical characteristics, tend to affect their future choice of a career.

It is because teachers are always looking for suggestions and ideas for making their teaching more relevant to students' needs that these Hand Books have been developed.

Usability of the Hand Books

The Hand Books have been developed for three different levels of learners:

K-3 (Kindergarten through Third Grades)
4-6 (Fourth through Sixth Grades)
7-8 (Seventh and Eighth Grades)

Bulletin Board Ideas covering all subject areas introduce each Hand Book. The major portion of each Hand Book consists of teacher and student directed activities developed for each of the four major subject matter areas of: social studies, language arts, mathematics, and science. Within each subject, an attempt has been made to determine the scope of skills taught, to develop activities integrating occupational and self awareness with the scope of skills, and then to arrange the activities in order of difficulty.

The activities found in the Hand Books are not meant to be used exactly as they are written. It may be that the user will only gain an idea from the activity given as to how that activity can be adapted to his or her own students. The Hand Books are not educators' guides for a course of study, nor are the activities meant to be used in sequential order. They are, instead, idea books, springboards for thought and take off points from which busy educators may begin to see how occupational and self awareness concepts can be included with the skills presently being taught. Soon, including occupational and self awareness in subject matter becomes a way of teaching.

A space has been left after each activity for teachers' notes, perhaps stating how the activity works, what needs to be changed, or how to go about teaching the activity another time. These notes can also be used to assist the user in completing the User Evaluation Form found on page 181. It is requested that each user complete and return the form to the name and address listed on the evaluation.

The Hand Books were designed to be placed in a loose-leaf binder with the self-adhesive label being placed on the spine of the binder to identify the contents. Using a binder permits the user to add or delete activities at will. The student ACTIVITY PAGES may be easily removed and reproduced for class use and returned to the binder again.

Special Populations

Special needs students were kept in mind as these materials were developed. There is no special section for the educator of the mentally

retarded, the gifted and talented, the culturally deprived, the physically handicapped, or the emotionally disturbed. Rather, many of these activities are already suitable for their use or can be adapted. It behooves the educator to pick and choose, rearrange and adapt. Being prepared for the world-of-work is no less important to special populations in schools than it is to the so-called "average normal," American.

The authors were careful to avoid terminology which would be labeled, "sex-stereotyping." In using the activities, keep in mind that whenever an outside resource or material is used, there is a chance that stereotyping may appear. An effort was also made to include role reversals in some of the activities, that is, having males and females in non-traditional roles. Many textbooks are still biased, it is up to those who are involved with occupational and self awareness to point this out to students and vary the materials appropriately.

Hand Book Format

As visuals are an excellent teaching tool, each Hand Book has a Bulletin Board Ideas Section to be used by both educators and students. The Hand Books were developed by suggesting activities to illustrate how career concepts can be included with the existing curriculums of social studies, language arts, mathematics, and science. Each subject is color coded accordingly:

Social Studies - - Blue
Language Arts - - Salmon
Mathematics - - Green
Science - - Yellow

Within each subject area are two different types of activities. Teacher Directed Activities, the first portion of each section, contains springboard ideas for the teacher to use. Scope and sequence charts were studied carefully for each subject and a representative scope was selected which represents the broad areas covered by most texts. Student Activity Pages follow the teacher directed activities. These are ready to be copied and distributed to the students. Each activity page is linked with a springboard idea in the teacher-directed section. Often suggestions are made for additional activities for the students after they have completed the activity page.

Activities have been developed for individuals, for small groups, or for total classroom participation. Questions are included to provide leads for further discussion or additional study. The intent of these questions is to promote thought rather than to test knowledge.

Credit numbers found following some of the activities refer to the number assigned the source in the Bibliography. The Bibliography consists of the sources of materials that were researched for activity ideas.

Illinois Goals

More and more, emphasis is being placed upon occupational programs even

at the elementary level. To keep abreast of what the Office of Education, DAVTE, is aiming for, the goals have been outlined.

"At the elementary school level, an organized sequence of career development learning experiences is referred to as an Occupational Information Program. It encompasses career awareness, self awareness and career exploration activities. More specifically, Occupational Information Program activities should help a student to:

--develop an awareness of the dignity of work and the useful functions performed by workers.
--become aware of a larger number of occupations.
--develop a realistic self-concept of abilities and limitations as they relate to the world-of-work.
--learn about occupational opportunities through exploration."[2]

Also outlined are program goals. That list includes the following:

1. "Help the child realize the value of all occupations to society regardless of job hierarchy.
2. Help the child realize that workers achieve dignity by performing job functions in a highly acceptable manner.
3. Expand the child's knowledge about occupational families and a variety of occupations within each category.
4. Assist the child to recognize those aptitudes, interests, and personality factors which are important to job success.
5. Increase the child's understanding of individual abilities and interests.
6. Assist the child to develop positive attitudes toward school achievement and its relationship to occupational achievement.
7. Help the child to be aware that self-image will affect choice of work, and in turn, way of life.
8. Help the child to understand that rapid changes taking place in the world-of-work may necessitate advanced training or retraining for a related and a different occupation."[3]

Tasks and activities to assist educators in meeting these state and program goals have been developed through these Hand Books. It is intended that the given ideas and suggestions will supplement and enhance occupational information programs to the extent that all children will be better prepared for the world-of-work.

[2]Elementary Occupational Information Program, Keystone to Career Development, State of Illinois, DVTE, Bulletin No. 51-374, p.2.

[3]Ibid., p.8.

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Carol Sanders

PROJECT DIRECTOR

BULLETIN BOARD IDEAS!

1. OH, CHRISTMAS TREE

   At Christmas time, make a "Christmas Tree of Occupations." Decorate it with ornaments symbolizing all the workers who make Christmas possible. Do the same at other holiday times, such as Thansgiving, Valentine's Day and Easter.

2. SCHOOL WORKERS ARE EVERYWHERE

   Make a bulletin board display with silhouettes of school workers. Have the students guess the workers and what they do around the school building. Another time you might want to use workers who come into the school building, (e.g., persons who deliver goods, people who do repair work, letter carriers, etc.).

3. EVERYBODY HELPS

   Have students develop a poster or bulletin board around occupations of "The Workers in My Family." Be sure to include all the children!

4. ALL WORK IS GOOD

Have the children gather and mount on construction paper magazine pictures showing adults and young people working at all kinds of different jobs. Older groups of students may be able to divide the board into the five major cluster areas (health, industry, agriculture, business, public and personal service occupations). Place as many occupations as the children find. It may be necessary to add a sheet of butcher paper for "expansion room."

5. SHOES DO THE WALKING

Have the students cut out pictures of shoes to display on the bulletin board. Talk about the people who wear the shoes, what kind of work they do, whether they work inside or outside, and whether their shoes are specially made for that certain job.

6. JUST LIKE SNOWFLAKES, ALL WORKERS ARE DIFFERENT

Have the children cut snowflakes from folded 20 cm x 20 cm pieces of construction paper. Then have them draw or find pictures of workers whose jobs interest them at that particular time. Allow each child to say why the worker chosen was interesting. When a worker was chosen by two people, be sure the children understand that workers with the same job name do not have to be exactly alike.

7. THIS IS WHERE MOM AND DAY WORK

Put a map of your school district, city, or county on the bulletin

7. THIS IS WHERE MOM AND DAD WORK (Cont'd)

board. Have the students locate their parents' or significant adults' places of employment with small colored pennants.

8. HANDS TELL ABOUT WORK

Have the students cut out pictures from magazines of pairs of hands doing specific jobs. Types of jobs center around use of hands in a particular way. Classroom discussion could bring out ideas about the manual qualities one must have for some particular jobs, (small hands, fast hands, strong hands, etc).

9. HATS UPON THEIR HEADS

Make a construction paper hat rack. Have the students cut out pictures of hats to hang on the hat rack. Talk about the people who wear these hats and the kinds of work they do. Make an occupation label for each hat.

10. IT'S "ME" WEEK

Send a letter home to parents explaining the "Carol Blair Week" project and request their assistance. This project will recognize a different student each week through a bulletin board display. Parents or significant adults may write a story about the child and send photos depicting various life stages. Feature any special

10. IT'S "ME" WEEK (Cont'd)

trophies the child may have earned. Include some work the child has done.

The last two weeks might be used to depict the teacher's and principal s lives.

11. GUESS THE OCCUPATION BY THE TOOL

Organize pictures of various tools so they have a number beside them. Students, at their leisure, are to identify workers who use each tool. Books, magazines, and career information sources may be placed nearby for the students' use in verifying their answers and learning about other occupations at the same time.

12. OUR VISITORS

On the bulletin board outside the main school office display a picture of each resource person who comes into the school building. Have the children write short reports giving the person's name, occupation, place of employment and what the person said or did when in their class.

13. HAPPINESS IS....

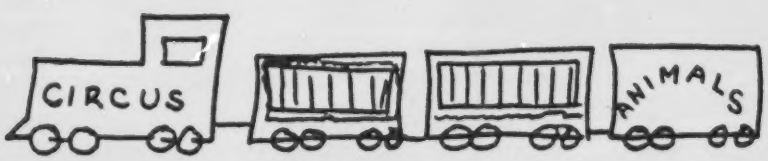
Have the children find pictures depicting what they would most like to be or do. Put the pictures on colored backgrounds, (using

13. HAPPINESS IS....(Cont'd)

a variety of colors), and display on the bulletin board. Let the children guess "who" wants to be "what." The students may want to put their names under the occupation of their interest. Keep this bulletin board up for one month allowing the students to bring in other pictures if their occupational interests change. Keep a record of changes made during the month and discuss why it is necessary to think of many kinds of jobs.

14. JOIN THE CIRCUS

Have the students construct a circus train and display circus performers and animals. The children could take turns telling about the work of the performers and animal trainers. Encourage the children to compare the way they live with the way the circus performers live.



15. LET'S GIVE A HAND

Give the children sheets of paper to take home. They are to draw an outline of the nand of someone at home. Beneath the hand write:

1. The kind of worker (farmer, mechanic, city employee, etc.)
2. The different kinds of work the hand does (hammers nails, takes pictures, helps climb a ladder, etc.)

When children bring the hands back to school they will want to tell the class about the hands and the work these hands do. Each child could also answer such questions as:

1. Is the work done indoors or outdoors?

15. LET'S GIVE A HAND (Cont'd)

2. Does the worker mostly talk or mostly listen?
3. Does the worker mostly read or mostly write?
4. Does the worker use math?
5. Describe a usual day at work.

16. I MAKE THINGS

Have the children look through magazines for pictures of workers who produce goods. Cut out the pictures and display on a bulletin board under the heading, "Workers Who Produce Goods."

17. I SERVE PEOPLE

Have the children look through magazines for pictures of workers who work in service occupations. Display the pictures on a bulletin board under the heading, "Workers Who Serve Others."

18. WRITING TOOLS

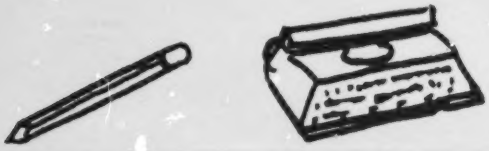
Develop a bulletin board of pictures of writing tools people use in their jobs.

1. Pencil

18. WRITING TOOLS (Cont'd)

2. Paper
3. Typewriter
4. Pen

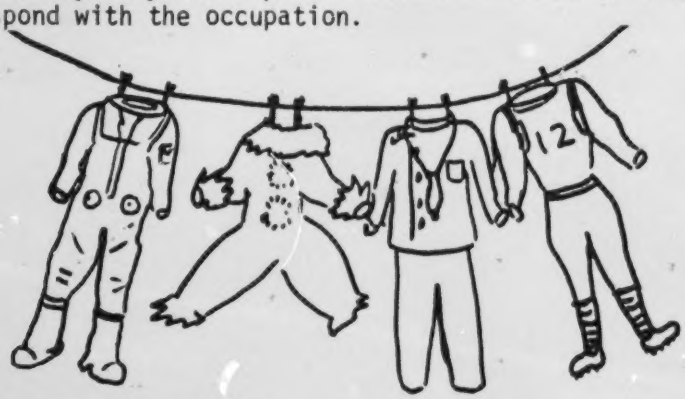
Around the tools place pictures of workers who use these tools every day.



19. CLOTHESLINE OF OCCUPATIONS

String up a clothesline on your bulletin board. Have your students draw "uniforms" of different workers. Hang them up!

Talk about the people who wear the uniforms, what kind of work they do and why they wear special clothes. Label each uniform to correspond with the occupation.



20. A COMMUNITY FULL OF RESOURCES

On another bulletin board in the main hall display pictures of each community field trip the students go on. Have the students write short stories about the trip, where they went, the workers they saw, the product made or the service rendered, and location.

21. THERE'S A TIME FOR WORK AND A TIME FOR PLAY

Display three paper clock faces. Show the time students spend working in school, playing at home, and sleeping by using colored paper to clock out the different times. Later, have a real or a paper clock with moveable hands to help the children learn to tell time. As the children learn to tell time, show how knowing time lengths can help them get things done in school and at home, both work and play.

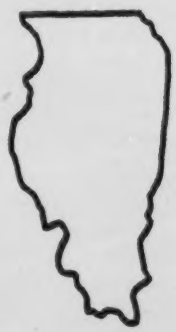
WORKING

PLAYING

SLEEPING

22. THIS IS ILLINOIS

Make a bulletin board with magazine pictures representing various occupations found in Illinois, or any other state. Using a silhouette of the State the students could place the pictures in the areas where the occupations are unique.



23. GAME WARDEN - WHY AND WHAT FOR?

Place the words, "Game Warden - Why and What For?" on the bulletin board. Let the children find picture articles to answer these questions or draw their own pictures if they wish. Invite the game warden to come to class and explain the job duties of the occupation.

24. PERSONS BEHIND THE SPACE PROGRAM

Display a picture of a space rocket on the bulletin board along with human silhouettes behind or to the side of the rocket as shadows. Have the children talk about who these people might be. Number the figures to correspond with the posted student suggestions.

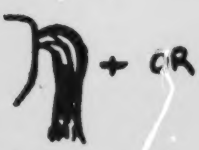
For Example:

1. The one who made the suit.
2. The one who flew the rocket.
3. The one who dug the ore for the steel.
4. The one who made the space food.
5. The one who made the oxygen equipment, etc.

The students will come up with all kinds of ideas.

25. WHAT'S THE CAREER?

Using large index cards, make flashcards by drawing pictures which cleverly use pictures, words and letters to represent a career. For instance, a "tailor" could be a picture of the tail of a horse and "or". Have the children try to guess each career. If you run out of ideas ask the children to submit ideas of their own. You might come up with interesting new career terms!



26. TALK, TALK, TALK, --- LISTEN, LISTEN, LISTEN

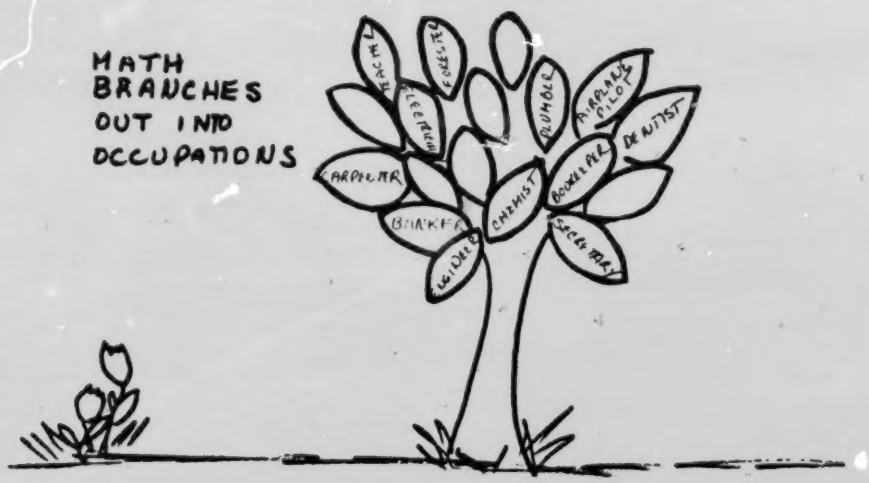
Develop a bulletin board around the idea, "People Must Communicate in Their Work." Have the children draw and cut out construction paper ears, mouths, and eyes. Talk about how people use these body parts to talk and listen to one another. Talk about people who use talking in their jobs. Why is it necessary for these people to make themselves understood to others? As a follow up cut out pictures of letters, newspapers, pens, radios, televisions, telephones, etc. and talk about how these help people get messages to one another.

27. SMILE FOR YOUR PICTURE

Have your students take pictures of some of your community's workers. Put the pictures on posters and hang in your hallways. Be sure to remember workers who work inside and outside the home as well as workers we do not see or think about often.

28. BRANCH OUT INTO OCCUPATIONS

Have the students develop separate bulletin boards around the theme, "Occupations Related to Math - Social Studies - Science - Language Arts - Art - Music - Physical Education."



SOCIAL STUDIES
SPRINGBOARDS

GEOGRAPHY/ENVIRONMENT

1. THIS IS WHERE WE WORK

   Give ACTIVITY PAGE 53 to the children to complete the dot to dot. School is as important for children as work is for adults. Discuss how the two are alike and different.

School Work

2. COOKS COOK IN MANY PLACES

   Have the children name as many locations as they can where these people might work:

1. Cook	5. Clerk
2. Teacher	6. Animal trainer
3. Truck driver	7. Mail carrier
4. Doctor	8. Musician

   See if they can name five tools each of these people use.

3. I WILL BE THE PUPPET SHOW MANAGER

Present a puppet show centered around one of the class' favorite fairy tales or a seasonal holiday. Ask children to volunteer for the following committees: set design, puppet designers, poster makers, ticket sellers, manager, popcorn makers, ushers, and any other committees necessary for organizing the show. Sell tickets to parents and friends. Present the show in the afternoon. After the puppet show discuss the different jobs, why people chose certain committees, and what they had to know to work well on those committees. Discuss different jobs they can do in "real" life with the skills they learned.

4. BUT MY GRANDMOTHER ALWAYS COMES BY TRAIN

Have the children bring pictures showing modes of transportation. Discuss the function of each mode: trains, trucks, airplanes, barges, cement trucks, garbage trucks, moving vans, etc. What would happen if any of these went out of existence?

5. WORKERS USE TOOLS

In order to make work easier, workers use tools to help them. On ACTIVITY PAGE 55, the children are to circle the items which are tools. Who uses the tool? What does the tool help the worker do? (These items are <u>not</u> tools and should <u>not</u> be circled: pig, moon, butterfly.)

6. THIS IS OUR COMMUNITY

The children may take a trip around the community to look for all the kinds of workers they see. List the workers on the chalkboard. Have children keep tally of all the workers they see in one day's time. Discuss what each worker does.

Let the class develop a model of a community or town. Each child should add one building, a store, factory, home, church or school which can be made from small boxes. As each building is placed on the street, have the child explain who works there and what that person's job is. Children may be encouraged to do some research through interviewing before their contributions are made to the community layout.

Children may make stand-up workers and place them in the community layout in appropriate work settings. As the children add workers to the scene, they explain how the worker helps people in the community.

Culminate this activity by pointing out that each worker depends on other workers for materials, advice, and assistance. Let children relate family experiences which illustrate this point.

7. IS THERE A ZOO KEEPER IN OUR NEIGHBORHOOD?

Take the pupils on a neighborhood field trip so that they may observe which specific jobs are performed in the neighborhood and which jobs are not. Ask the pupils why a forest ranger or shipyard worker would not be needed in the downtown area. Give other similar examples. Discuss why people need to go where jobs are available. Also discuss with the pupils the necessity of training for new jobs and retraining if old jobs require new skills.

Workers

8. THIS WEATHER IS REALLY AWFUL!

Weather affects our lives. Because of good and bad weather we have certain occupations. How does snow affect:

1. The beach
2. The city
3. The farm
4. The shopping center
5. The hospital
6. The house
7. The school
8. The camps
9. The mountains

Talk about the special workers we need when it snows. Talk about what happens when people cannot get to work when it snows.

What kind of special workers do we need because it rains in the city?

1. People to build drains in streets and buildings.
2. People to build gutters for houses.
3. People to wash windows.

In the mountains?

1. People to build a draining system for the rain to run off.
2. People to build dams.

How do heavy winds affect our lives and what kinds of special workers do we need because of wind? (e.g., roofers, tree trimmers.)

9. WAKE UP CITY - WAKE UP COUNTRY

Talk about the activities that happen when the city awakens in the morning: buses make their runs, taxis deliver people, stores open, products are delivered, police patrol, newspapers are delivered, schools open, factories open, offices open. Then talk about the activities that happen as the country awakens in the morning: cows are milked, fields are planted, lumber mills open, cattle are fed, eggs are gathered, crops are harvested. Discuss with the students what would happen if any one of these stopped working.

10. MOVING ON!

A committee of several children within the room can be appointed to interview a moving van company to find out how many families they move every week and how far the families usually move. Maybe the mover could be invited to come to school for the interview. The interviewers report their findings to the class. Some children may want to explore further the work of movers and report to the class or write experience stories. Discuss the reasons why people move. How many people moved because of their occupations? How many moved but kept the same occupation and how many moved to take a different one?

11. A RAISIN WAS ONCE A GRAPE?

Bring raisins to school and talk about everyone who helped get them to the store. Investigate the history of getting and preserving foods. Help the students to discover various methods of preserving foods such as: drying, smoking, canning, pickling, freezing, dry freezing, putting in tubes, in capsules, or being kept in cool dry places for the winter.

Make booklets to show the continuous process from the planting of the seeds to buying the food at the store.

12. THAT USED TO BE THE COUNTRY STORE

Take a walk with the children to look for "gone-out-of-business" shops or empty buildings. Then try to find out what kind of store was there before and why it went out of business. Talk about how businesses are to furnish items (supply what people need (demand). When either the supply or demand is no longer there, the business has to change or quit. Discuss what workers must do when there is no longer a demand for their services.

13. SHOPS, SHOPS, AND MORE SHOPS

Hand to the children ACTIVITY PAGE 57. Listed are pictures of items to buy. Discuss what shop you would go to to buy the items. Could a number of the items be bought at a discount department store? Which ones?

14. I LIVE IN THE CITY ... I LIVE IN THE COUNTRY

Make comparisons (similarities and differences)

What it's like to live:

1. In an apartment house
2. In a single family dwelling

What it's like to live:

1. In a large city like Chicago
2. In the country
3. In the small town

What it's like:

1. Being rich and being able to buy whatever you want
2. Having no money
3. Having enough money to buy just the things you need

What it's like:

1. Being healthy
2. Being sick

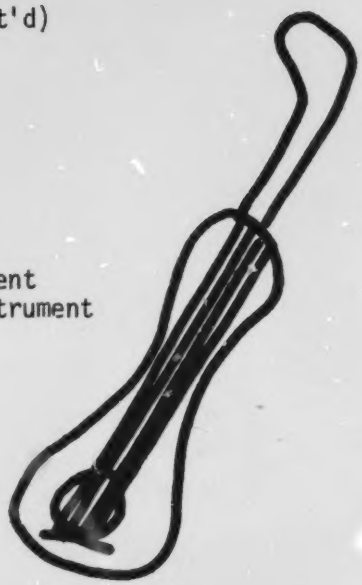
What it's like:

1. Being of a different skin color
2. Being from a different country

What it's like:

1. Being unable to see
2. Being unable to hear
3. Having only one arm

14. I LIVE IN THE CITY ... I LIVE IN THE COUNTRY (Cont'd)



What is it like:

1. Being considered smart
2. Being considered dumb

What is it like:

1. Being able to play a musical instrument
2. Not being able to play a musical instrument

What is it like:

1. Being no good at sports
2. Being good at sports

What is it like:

1. Being able to ride a horse
2. Not being able to ride a horse

There are disadvantages with all; however, there are also advantages. Point out that everyone is special and everyone can do some things better than others no matter what handicap they might have.

Add any other situations that might be unique to your classroom or to your community.

15. AN EXPEDITION TO THE PLANT NURSERY IS A GREAT EXPERIENCE

Field trips can be a great learning experience for children if carefully planned. (And what child doesn't like to take field trips?) Businesses have supplied guidelines as to what they would like teachers to do in preparing their students for field trips. And here they are:

1. The smaller the group, the better (especially with very young children). This gives the children a better chance to ask questions, they can see better, and it is easier to take a smaller group through the facility.

15. AN EXPEDITION TO THE PLANT NURSERY IS A GREAT EXPERIENCE (Cont'd)

2. Prepare the children beforehand. Give them an idea of what they can expect to see, hear and do. If programs are available from the company or business have a representative come and talk to the children first on something related to what the company does.

3. Stress the importance of safety, to and from the business and while on the tour. Keep the children grouped.

GOVERNMENT

16. EVEN ANIMALS WORK

Have the students set up a display of books that tell about animals at work. Talk about the work habits of these animals. Discuss the work habits and rules of the students in the classroom. Role play situations involving study and work habits of students in the classroom.

17. I KNOW HOW TO DO THAT

At the beginning of the school year have the children make a list of "Things I Know How to Do." Put them on 3 x 5 cards, one for each child. See example:

Name: John Smith Age: 7

I know how to:

1. Cut grass	5. Read well
2. Play a recorder	6. Pitch
3. Walk the dog	7. Swim
4. Draw	8. Sing

17. I KNOW HOW TO DO THAT (Cont'd)

Add to the list throughout the year. At the end of the year each child will be able to see how many things they each learned during the year. Talk about how people learn things everyday, even as adults.

18. THESE ARE THINGS I HAVE TO DO FOR MY FAMILY

Have the students make a list of their families' daily chores. They should say whether each job is done by one person or with others. Next ask them to draw pictures of the members of their families. Underneath each picture have them write one responsibility this person has in the family.

You might ask them to write or tell a story about their favorite job in the family.

Have students act out the daily activities of a family -- in the morning, after school, at mealtimes, before bedtime. Suggest that they show the right and wrong ways to be a good family member. Have them decide how to correct bad situations.

DISCUSS: THE WHOLE FAMILY HAS TO WORK AT MY HOUSE

1. What happens when members of the family do not do their part?
2. What would happen if your father and mother decided not to go to work anymore?
3. What would happen if your mother and father decided to do nothing around the house?
4. What would happen if you or your brothers or sisters decided not to help with the chores?

Chores

19. CLASSROOM JOBS ARE EVERYWHERE

The children should be able to see themselves as valuable assets to the classroom and to the school as a whole. The students should be allowed to think overnight about a job they could do to make the school nicer or to keep it as pleasant as it is. Each student is to decide and pick a job to do and then do it for a week. Some jobs could be to water the flowers, clean the erasers, clean the boards, reshelve books, empty the waste basket, police the yard.

An alternative would be to have 30 (or whatever number you have in class) job descriptions of school tasks on slips of paper. One task might simply be to hold the door or to be the last in line. Each job would be important. The child would choose one task to perform each day until all had been tried or perhaps they might keep one task for a week. This way you would have tasks assigned for 30 weeks, which is almost a school year.

Along the same line, make itemized job descriptions of each classroom task. You might have 3 steps for each one. The children must be able to put them in correct order. For example, the job description for board washer would be to:

1. Erase the boards.
2. Wet the sponge.
3. Wash the boards.
4. Clap the erasers.

These job descriptions could be put on index cards and put in library pocket envelopes on a display board labeled, "CLASSROOM JOBS."

20. DEMOCRACY IN THE CLASSROOM

Define democracy. Children can better understand the word "democracy" if they see it in relation to being good citizens who plan, work, play, talk and share happily together.

Make a book, "Democracy in Our Classroom." Write out rules and illustrate. Suggested rules:

1. We set up our room government by electing these officers and helpers: president, vice president, room helpers (to wash chalkboard, dust erasers, water flowers, feed pets, care for art supplies, serve as hosts and hostesses, collect our bank

20. DEMOCRACY IN THE CLASSROOM (Cont'd)

books).

2. We make our own rules: We take turns. We listen carefully. We work before we play. We are kind to everyone. We do what the teacher asks.
3. The teacher is our leader who: helps us know what is right, answers our questions, helps us whenever we want aid.
4. Pupils and teacher talk things over and make plans. Each morning the president calls the class to order to plan for the day and to hear reports or comments from the room helpers or teacher. Meet again at the end of the day to see how much was accomplished in relation to the plan.

rules

21. DO WE HAVE TO WORK TOGETHER?

Dramatize the following situations:

1. A family does not cooperate in working at home. Father and daughter wash the dishes. The daughter dries them before father washes them.
2. Mother and son work in the yard. Son rakes and waters the grass before mother mows. Mother plants the seeds before son gets the soil ready.
3. Teacher and student work in the classroom. Teacher empties waste basket before the students clean their desks. The student erases the blackboard before the teacher is finished writing the directions.

Discuss the importance of working together to get work done both at home and at school. Lead the students to discover that by working together:

1. We get more done in less time.
2. We are usually happier with our work.
3. We have more time for fun.

At this time assign group projects in which a simple product is made. Each group can either all make the same product or make different products. Each group will need to develop an overall plan of action, establish step-by-step procedures, designate responsibilities and produce the product. Each student will have a definite responsibility for carrying out the project. Set a time in which each project is to

21. DO WE HAVE TO WORK TOGETHER? (Cont'd)

be completed.

22. DO I HAVE TO?

Have your students role play, if possible, the situations in this activity. What would happen if workers only did the things they enjoyed doing in their occupations? What would happen if:

1. The doctor did not visit sick patients?
2. The nurse did not give patients a bath?
3. The custodian did not clean up after somebody got sick in the classroom?
4. The garbage collector did not pick up trash?
5. The city worker did not plow the streets after a snow storm?
6. The telephone repair person refused to climb a pole to fix a wire?
7. As students, you did not learn to spell?
8. As students, you did not learn to read?
9. As students, you did not learn to take care of yourself?

Stress the fact that there are some things people are required to do in their work which they do not enjoy. In the same way, students do not enjoy doing everything in school or members of the family do not enjoy doing some things at home. Talk about RESPONSIBILITY and what it means to the students both in school and at home.

Things to talk about:

1. What are their duties around the house?
2. What tasks around the house do they enjoy doing most? The least?
3. Why it is necessary to do tasks around the house even if they do not enjoy doing them?
4. What equipment or machines do their parents use to help them with their tasks at home (broom, vacuum cleaner, lawn mower, shovel)?
5. How can they improve their attitudes toward family responsibilities?
6. What tasks do they have at school?
7. What tasks do they not like? Which ones do they like?
8. How do they feel when they do not do a task for which they

22. DO I HAVE TO? (Cont'd)

are responsible?
9. How does their not doing this task affect others?

23. RULES ARE RULES

To emphasize the importance of rules in daily life, conduct a discussion using the following questions:

1. When are rules needed?
2. Why are rules necessary in the classroom?
3. Does making rules mean that the class will run more smoothly?
4. Are some rules more important than others?
5. Who enforces the rules in the classroom?

Students could make a list of school rules they are now required to follow. Ask them to suggest some additional rules. These might concern fire drill techniques, library behavior, bicycle safety, classroom behavior, lunchroom procedures, restroom behavior, etc.

After the class has discussed these rules tell them they are going to have the opportunity to write rules for other classes. They will be able to choose one of the following classes and then write 4 or 5 rules which that class would have to observe.

1. If you ran a school for barbers, what rules would you enforce?
2. If you had a class for mechanics, what rules would you make?
3. If you had a class for short-order cooks, what rules would they have to follow?
4. If you were teaching a class of race drivers, what rules would be enforced?
5. If you had a class of teachers, what rules would they have to follow?

You might have to help your students out by making a few suggestions yourself.

HISTORY/HERITAGE

24. LONG AGO PICTURES AND NOW PICTURES

Paste on cardboard pictures of people of long ago and pictures of people now. Have the children put them into two piles or groups--"long ago" pictures in one pile and "now" pictures in the other. Discuss the differences in clothing styles, hair styles, etc. Talk about family responsibilities then and now.

25. TIME CAPSULE

Have the students make time capsules using the student ACTIVITY PAGE 59, or use the following directions:

1. Find a big empty coffee can with a plastic lid.
2. Get some air mail stationery; it is thin and will not take up a lot of room.
3. Have the children put what they want to on these papers (this might be a picture of themselves, even).
4. Have them ask their mothers to cut a lock of their hair and tape that to their papers.
5. Put all the papers inside the coffee can.
6. Put the coffee can inside two plastic bags.
7. Bury the time capsule somewhere close to the building (or store it on a shelf).
8. Mark the place with a stake.
9. Wait a long time, maybe even a year. (Suggestion is to open in spring.)
10. Dig up the capsule and look at the things they put inside.

After digging up the capsule talk about the changes that have taken place in the time span. Talk about the changes that might occur in five, ten, twenty, or fifty years.

26. LOOK AT OUR LOG CABIN

Provide an activity center with supplies for the students to make a model of a pioneer log cabin. Make up several descriptions of necessary jobs to complete the task. Have students work on that part of the cabin in which they are most interested. For example: You might have architects for planning, construction workers, painters, drawers, decorators, furnishers, etc. Talk about why it is necessary to cooperate and why it is necessary to have some tasks completed before others begin. This will provide an opportunity for the students to better understand the importance and value of work and to promote a sense of accomplishment and worth in a finished cooperative project. Discuss what types of building materials were used in pioneer days as opposed to building materials used today. Discuss how construction occupations have changed over the years.

27. EXPLORATION AND COLONIZATION

Have the students write riddles about occupations of colonial workers or about vehicles which would relate to an occupation. After everyone has written a couple of riddles each, they could read them to the class and the class could guess what they are. Example: I heat iron to soften it. With a hammer, I shape it to fit a horse. Who am I? (Blacksmith) Then the students could relate occupations of the past to the occupations of the present. For instance, since the horse was the means of transportation, they needed a blacksmith to take care of it. What is a major means of transportation today? (Car) where do you go to get it serviced? (Gas Station) Who works there? (Gas Station Attendant)

Here is an example of a riddle and some related questions which lead to a discussion relating an occupation of the past to an occupation of the present: I am pulled by a team of horses. My passengers get shaken about and get awfully dusty. I do not go very fast. What am I? (Stagecoach)

Questions for discussion:

1. What vehicle would do the same job today? (Bus)
2. Who drove a stagecoach?
3. What would that person do today? (Bus driver)

27. EXPLORATION AND COLONIZATION (Cont'd)

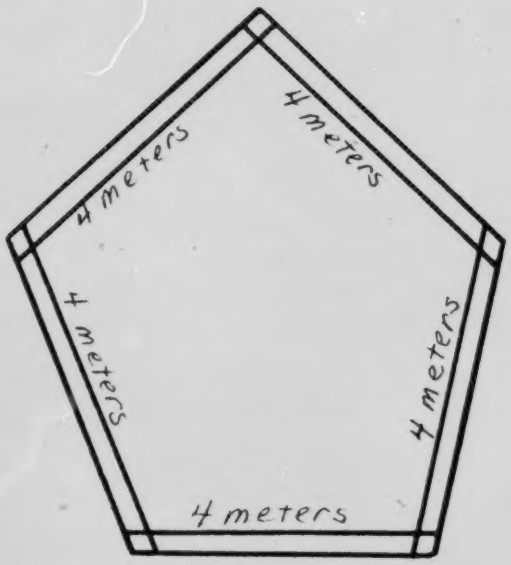
Suggested objects for riddles: ship, wagon train, general store.

This might lead into writing riddles of occupations we have today that were not present years ago, such as, the astronaut, TV repair-person, professional hockey player, skateboard builders.

28. OH BOY! A TEPEE

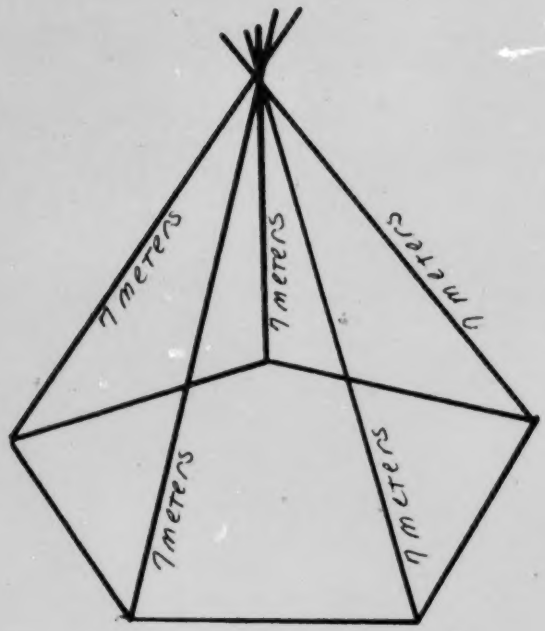
To develop an understanding and acceptance of the Indians' way of life years ago, have the children construct a TEPEE.

Divide the class into 4 groups. One group would work out a plan for erecting a frame. They would build this frame and cover it with brown wrapping paper. Another group could research Indian symbols. One group would complete the painting of symbols on the tepee. The 4th group could be responsible for bringing relics they might find for inside the tepee - furs, etc. They could also find stories that were told around the fire or in tepees.



Base - 5 pieces of lumber
Width 2½ cm x 2½ cm
Length 4 meters

28. OH BOY! A TEPEE (Cont'd)



Frame - 5 pieces of lumber
Height 7 meters
Width 2½ cm x 2½ cm

The base is nailed and the vertical pieces are attached by nailing and wiring.

(Indian symbols can be found in the Boy Scout Manual). The TEPEE would provide an excellent reading or quiet time corner for the students.

29. ALARM CLOCK!

Put your students in the following hypothetical situation. Someone forgot to set the alarm clock and everyone wakes up late. Generally each person has a specific responsibility in the morning, but today they all have to take care of themselves. And there is not breakfast! Talk about the confusion which probably will result. Assign

29. ALARM CLOCK!

different tasks to each member in a 5-person family and talk about the importance of each individual in the function of the home.

30. RESTORATION

Begin the lesson with a discussion of what is restoration? Who are the people who help with restoration? What are their jobs like? Examples: drawing diagrams, measuring, digging, rebuilding, cleaning, painting.

Tell the children that they are going to try some restoration. Each child is to draw a picture of a building or place in your town.

Then the teacher should tear off about 1/3 of each picture. Have the children exchange pictures. They are to pretend that they are the architects and carpenters and that they are to make the plans for the restoration of this picture. They are to then reconstruct the rest of the picture.

The students should be able to sense the task of the carpenter in rebuilding a city. Why would this job be difficult? Why is it important to rebuild things?

SOCIOLOGY/ ANTHROPOLOGY

31. I AM ME!

Have 2 students stand. Ask the rest of the students to tell in whole sentences how these students are alike and how they are different. Explain that we are alike in some ways and different in others and that it is good to know as much as we can about ourselves. Repeat until you have included all of the students. At this time you might

31. I AM ME!

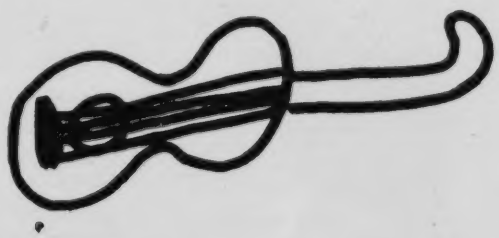
want to run a little survey as to how many have brown eyes, blue eyes, blond hair, brown hair, black hair, same weight, same height, etc. to show similarities. With the help of the children pick out something unique about each student that makes that student special. You might have to help the students recognize the strengths of each other.

32. PICTURE, PICTURE

Have students cut pictures out of old magazines of children doing things. Display the pictures around the room and have each child chose one activity. Have each one explain to the rest of the class why that activity is enjoyed and the feelings involved. Point out that because we are all different, we also like to do different things.

33. ORGANIZE A RHYTHM BAND

Have one student play an instrument alone. Talk about how a tune sounds weak if it is the only one. Have children choose rhythm instruments to add interest and enthusiasm to that simple tune. Be sure to compare the relationship of the rhythm band to the working world. When everyone works together, a simple task becomes a production.

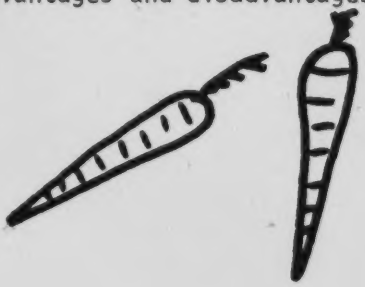


34. PEOPLE ARE DIFFERENT

Invite both a male and female homemaker to class to talk about their roles. Then invite both a male and female worker in the same occupation to talk about their roles. Discuss similarities and differences of each. Discuss advantages and disadvantages of each. Talk about the life styles associated with each of the homemakers and workers.

35. TO MARKET, TO MARKET

Set up in your classroom small shops such as the baker, fish market, vegetable market, meat market, candy store and fruit stand. Then set up a supermarket. Discuss why single shops, as well as supermarkets, were formed. What are the advantages and disadvantages of each?



36. CULTURAL GROUPS

Select groups to represent each cultural group in the community. Have each group show what kinds of jobs their cultural group has contributed to the community. Discuss how each group depends upon the other and how jobs have merged to further benefit society.

37. SCHOOL IS MY WORK

Explain to the students that people work and that coming to school is their work. Just like adults, they have to be at work at a certain time each day. They have to follow the school rules and the teacher's directions just as adults must follow the rules where they work and

37. SCHOOL IS MY WORK (Cont'd)

the directions given to them by their bosses.

Explain that sometimes people work by themselves on the job; children work on individual projects in school. Sometimes people work together on a job just as groups in school work together on class projects.

38. KNOW YOURSELF

When working on class projects, explain to your students that it is important for them to know themselves and their interests and abilities before selecting a project. If they are interested in what they are doing they will be happy in their work. Sometimes workers are unhappy and find their jobs uninteresting because they did not understand themselves before they chose their job

39. WHAT WOULD HAPPEN IF

Stimulate discussion by asking, What would happen if:

1. No one wanted to work at night?
   (baker, night custodian, police, nurse, newspaper reporter)
2. No one wanted to work in hot places?
   (boiler room, underground, factories)
3. No one wanted to work lifting heavy things?
   (mover, stock clerk in grocery store, parcel deliverer)
4. No one wanted to work with other people?
   (supermarket, laundry, teacher)
5. No one wanted to work weekends?
   (lifeguard, cook, attendant at roller rink, attendant at the movie theater, attendant at the bowling alley)
6. No one wanted to follow directions?
   (secretaries, cook, bicycle maker)

39. WHAT WOULD HAPPEN IF (Cont'd)

Discuss some of the following situations. How would it feel to work if you set the thermostat in your classroom on high for one whole day or left the air conditioner off when it was 100°? How would it be to have classes at night, perhaps from 6:00 PM to 1:00 AM, and then stay home to sleep the next day, or maybe even conduct classes on Saturday and Sunday?

40. MEN CAN BE SECRETARIES TOO!

Have the children cut the "Help Wanted" ads from the newspaper. Discuss the jobs advertised. Have children discuss jobs that women are doing today that were once traditional male jobs and jobs that men are now doing that were once female jobs. Mention these as well as others:

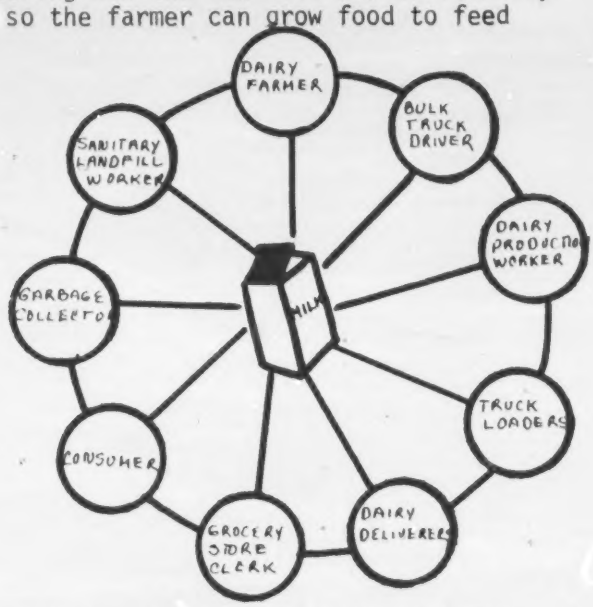
MALES	FEMALES
1. Nurse	6. Truck driver
2. Flight attendant	7. Bus driver
3. Secretary	8. Taxi driver
4. Homemaker	9. Construction worker
5. Dietician	10. Minister
	11. Pilot

41. MILK MERRY-GO-ROUND

Use this activity to discuss the interdependency of people within your community. Start the activity by talking about the dairy farmer. Have a student act out the milking of a cow and then continue milking throughout the activity. Discuss what happens once the farmer has milked the cow. Have another student act out the picking up of milk and taking it to the factory. Continue on around the circle to show that as one person creates a product, other jobs are created. Discuss how all of these are dependent upon one

41. MILK MERRY-GO-ROUND (Cont'd)

another. In case you are wondering how the landfill worker fits in, this person reclaims the land so the farmer can grow food to feed the cows.



42. DIFFERENT AS NIGHT AND DAY

Some people work at night, some during the day. Help the students make a list of occupations that require workers around the clock. Discuss the duties of the workers during the day shift and then how these duties change for the night shift. Divide the class into two groups. One group can be day workers and the other night workers. Have each pair of day and night workers (same occupation) role play or demonstrate how their responsibilities are similar and how they differ. Occupations used might be:

1. Nurse
2. Police patrol
3. School custodian
4. Doctor
5. Newspaper reporter

If somebody in the class has been in the hospital overnight, they can stimulate discussion by reporting the duties of the night nurse as opposed to the duties of the day nurse.

If somebody's father or mother works a night shift, have them come to class and talk to the children about how it feels to work at night when almost everybody else is asleep and how it feels to sleep during the day when everybody else is awake. The students will probably think of all kinds of questions to ask this worker. This is a good way to bring in life styles of occupations.

43. THE BARTER SYSTEM

Have your students role play the Indians and early colonial settlers. Discuss what items these people might have considered valuable. Write these items on slips of paper, one for each child. Ask them to trade products they have made for products they need. Discuss how the barter system has changed. Talk about ways people use the barter system today and why.

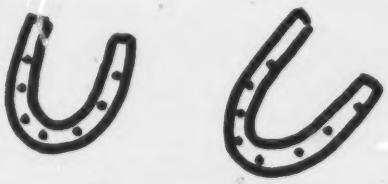
44. NOW AND THEN

Let the students play the game, "Newcomers to the Job Market." Each pupil orally names a job which did not exist 25 years ago and gives one or two facts about how the job came into being.

Have the pupils organize and develop a display entitled, "Machines Through the Ages." Present models, sketches, and reports produced through elementary research. This is a good time to have those students who build and collect models, (e.g., cars, trains and planes) display their talents and interests.

Discuss with the students the reasons for the disappearance, replacement, and possible reappearance of the following jobs:

1. Horseshoeing
2. Boat making
3. Glass blowing
4. Bookbinding by hand
5. Blacksmithing
6. Milling
7. Candle making
8. Tanning leather by hand



45. THIS IS ME -- I AM SPECIAL

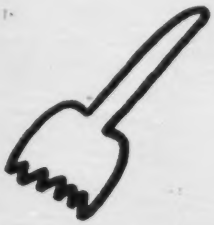
Hand to each student ACTIVITY PAGE 61. Have the students think about themselves. Suggest that they try to tell others about themselves by filling in the blanks. Display around the room the completed pages to be shared with others.

I AM SPECIAL

ECONOMICS

46. THIS IS A GUESSING BOX

Place such tools as the following in a covered box: hammer, flashlight, paint brush, wooden spoon, spatula, thread, trowel, work glove. Without looking in the box, the children are to feel a tool and name it plus the worker who needs it, (e.g., carpenter uses a hammer).

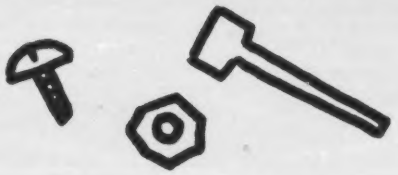


47. WORKERS WHO COME TO MY HOME

Have the students find pictures of workers who produce goods; make a scrapbook using the pictures. Have them make a list or bulletin board of "The Workers Who Make Things I Use." Workers who directly provide goods which affect the lives of the children are to be used. Discuss how the lives of the students would be changed if no workers provided these goods.

48. TOOLS HELP WORKERS

To show what kind of tools workers use, have each of the students bring at least 2 tools used by an adult in that person's occupation. Place all the tools on a large table. Divide the class into groups of five. One child from each group is chosen as the worker. The teacher tells the child, in secret, which occupation to represent. The panel is shown the tools the worker uses. Each member of the panel takes turns asking questions about the worker's career until they guess who the worker is.



49. BUILDING A CHAIN OF WORKERS

Divide the children into groups of about six. Let each group choose a product and plan a sequence of handling. For example:

The first child says, "I'm a farmer and I plant the seed." The child begins and continues to imitate the farmer in motion only.

The second child says, "I'm the combiner and I cut the wheat." That child pantomimes in repetitive fashion the work of the combiner, etc. Each child continues the production process until a "parent" buys the food at the store.

50. A WORKER'S FASHION SHOW

Have an occupational fashion show. As each type of clothing is modeled the wearer could explain type of work done, whether the worker produces a product or service, whether the worker works during the night or during the day and anything else the wearer of the clothing might describe.

51. ASSEMBLY LINE PRODUCTION

Use an assembly line technique to produce Thanksgiving Day cards for children to give to parents and friends. This could be done with two groups -- one group using an assembly line and the other group working individually. Compare the results at the end of a designated period of time.

Example of assembly line:

1. Two children cut construction paper.
2. Two children fold paper into card.
3. Three children trace and design.
4. Four children color the design.
5. Four children write simple verses on the inside of the cards.
6. Two children place cards in envelopes which could be made in a similar assembly line if desired.
7. Two children pick up scraps.

Discuss how it feels: to only do one part in making a product, to do the same thing for an hour, if somebody does not do his or her part, and if somebody works faster than the others.

52. WE MUST WORK TOGETHER TO GET ANYWHERE

Have three people tie their legs together and cooperate by walking a certain distance. Children will soon learn progress comes easier if they communicate with each other as they organize their procedure.

53. I'LL BE GROUCHY AND YOU BE NICE

Have the children role play various service occupations where one child displays a positive attitude toward the people served and another child displays a negative attitude. Talk about the different feelings customers might display. One employee might be a nurse, one a service station attendant, one a waitress. Discuss why

53. I'LL BE GROUCHY AND YOU BE NICE (Cont'd)

customers must be happy with the workers.

54. EVERYONE WANTS TO BE A FIREFIGHTER

Have students act out this or a similar imaginary situation: "Suppose everyone wanted to be one of these workers when they are adults: traffic officer, firefighter, pilot, doctor, football player, etc." Use these questions to guide a discussion:

1. What are some jobs that would never be performed unless some of these workers changed their minds?
2. What would one's daily life lack?
3. How might our lives be different?

55. "MR. JONES, THERE'S A DELIVERY PERSON IN THE KITCHEN"

Many people are involved with work in the school kitchen. Arrange for the cooks in the cafeteria to notify your class when service people are coming. Have your children visit these people to see what they bring or jobs they perform. You may all be surprised to find out the number of trips you will be making to the cafeteria to meet these workers. Do not forget the custodian, the electrician, the repairperson, as well as all the food distributors.

56. DEPENDABLE WORKERS ARE NEEDED EVERYWHERE

Allow the students to discuss the job responsibilities of several familiar occupations such as the firefighter, the doctor, the baker, the teacher, etc. Then encourage the children to tell about the responsibilities their parents have in their paying jobs as well as the job of being a parent. Ask the children to suggest those responsibilities they have as children at home, as friends, as students, as "workers." Emphasize the importance of responsibilities of all people everywhere.

57. PEOPLE SHOULD WORK FOR MORE THAN MONEY

Inculcate pupils' attitudes of respect for all workers by having them suggest reasons why:

1. Work is important to society.
2. Work is important to the worker.
3. Work can lead to personal satisfaction for the worker.
4. Work well done promotes the worker's own self respect.

58. THESE ARE THE WORKERS I HAVE MET TODAY

Children should give thought to all the people whose jobs have, in some way, influenced their lives that day. The teacher should write on the board suggestions that the children give. Some will be very simple, like their parents and teachers. Others will be very involved, like the people who make their toothbrushes, the people who work at the water plant. After a long list has been made and all children have been involved, have the children illustrate the workers and make a class project bulletin board. It could be shaped like a "family tree."

59. TERRY'S DAD WILL HAVE TO FIND A NEW JOB

Tell this story: Terry's father is a telephone line worker. Last month while fishing he had an accident, and today he must use a wheelchair as a handicapped person. As he can no longer work on telephone lines, what must Terry's father do in order to provide for his family? Allow pupils to name other similar cases in which handicaps have necessitated retraining.

60. UPSET THE FRUIT BASKET

The children may play a form of the game, "Upset the Fruit Basket," by using occupations. The occupations studied during the year may be written on slips of paper and taped on the seats of the chairs placed in a circle. All of the children sit on the chairs except the one who is "it" and that person stands in the middle of the circle. "It" has the choice of (a) naming two occupations, (b) saying "producers of goods" (c) saying "producers of services," at which time the children sitting on the indicated chairs must quickly exchange places before "it" sits down. "It" is always the person left without a chair.

61. JANITOR'S DAY OFF

Ask your school janitor to visit your classroom and talk about the daily duties of a janitor. Play "let's pretend" and explain to your students that the janitor is not going to be at school the next day and they will be responsible for the janitor's duties. Divide the class into committees to take charge of specific responsibilities. After the janitor's "day off" ask the students to discuss the difficulties they ran into and what would happen if the school did not have a janitor. (This can be done with teachers, cooks, secretaries, principals, etc.)

62. LEARNING IS NECESSARY

Let the children imagine what it would be like if we never had to learn anything. They will probably react with, "That would be great." After the initial enthusiasm has worn down, ask them to consider what it would be like to try to get a job when they are grown if they have not gone to school. What places other than school do you learn? (e.g., home, church, YMCA, YWCA, music lessons, ball clubs, scouts, etc.)

63. GOODS OR SERVICES?

Play a game in which the children guess whether certain people produce goods or provide services. If you describe a producer of goods, the children are to clap their hands twice and if you describe a producer of services the children are to knock on their desks twice. Describe atypical as well as typical workers. Example:

1. "I'm thinking of an elevator operator who stands in an elevator and takes people up and down from one floor to another floor. Does this person produce goods or services?"
2. "I'm thinking of an industrial sewing machine operator who sits all day in a factory sewing seams on jackets and slacks. Does this person produce goods or services?"

To emphasize the concept that workers who produce services and workers who produce goods are dependent upon each other, have the children dramatize the following situation:

Mrs. Williams is a butcher in a meat market. One morning she gets ready to go to work but finds she has a flat tire so she calls the service station. Mr. White, an employee of the service station, comes to fix the flat tire so that Mrs. Williams can go to work as a butcher. Mr. White becomes hungry at noon and goes by the meat market to buy meat from Mrs. Williams.

At the conclusion of the dramatization, the children can discuss how Mrs. Williams and Mr. White were dependent on each other. They may be able to generalize from their discussion that workers are interdependent.

63. GOODS OR SERVICES? (Cont'd)

The children may interview the working members of their families to find out:

1. Is the working member of the family a producer of goods or services?
2. What workers does he or she help at work and how does this help them?
3. How do other workers help the working member of your family?

64. WHAT IS YOUR JOB?

The children may interview workers in the community to discover the training either in school or on-the-job that they received. Suggest that each child interview a different type of occupation so that the class will get a better understanding of the many levels of training necessary for various occupations. The class may develop job groups from their survey lists of occupations according to required training.

65. WE HAVE TO CHANGE JOBS!

Dramatize the following situation with possible solutions:

Mr. and Mrs. Smith have three children. Mr. Smith is an electrician and Mrs. Smith is an interior decorator. Mr. Smith puts electric wires in new houses and Mrs. Smith decorates these new houses. However, no more new houses are being built in Ashmore. What can Mr. and Mrs. Smith do now?

66. 10 QUESTIONS

Have students choose occupations which they can easily relate to and have them individually find information about one. Play a modified version of "20 questions."

Some possible questions for the children to ask a child about that individual's occupation and which would require a "yes" or "no" answer might be:

1. Do you work indoors?
2. Do you work outdoors?
3. Do you sit a lot in your work?
4. Do you talk a lot in your work?
5. Do you work only in the daytime?
6. Do you use special tools?
7. Do you wear a uniform?
8. Do you work even in bad weather?
9. Do you have special safety rules?
10. Do you work with other people?

As the teacher, decide on other questions which could be used by the children as guides.

SOCIAL SCIENCE

67. LOOK ALIKE HATS

Many occupations have hats which distinguish them as certain workers. Look at the hats on ACTIVITY PAGE 63 . Draw a line between the hats which look the same. Who wears each of these hats? What other workers wear distinctive hats?

68. SAND TABLE

Have the children build a miniature seashore. Include: shells,

68. SAND TABLE (Cont'd)

small drawings of people, buckets, tiny sun umbrellas. Discuss safety rules at the ocean, manners, health, clothing, and work done there, (e.g., lifeguard, swimming instructors, divers, motel workers, restaurant owners and workers).

69. THE POLICE OFFICER AND THE LOST CHILD

One child is a police officer and another a mother, father, aunt, or uncle. The adult tells the police officer that a child is lost. The adults must describe the "lost child" (classmate) in terms of their physical characteristics. The police officer must find the child in the circle that surrounds the characters. Rotate positions.

70. WHAT WE WANT TO BE

Let children draw pictures of what they want to be when they grow up. They can write simple stories to accompany pictures or dictate them to the teacher if writing skills are not sufficiently developed at this point. The teacher may want to use a primary typewriter for this activity since children like to see their words and names in print. The pictures and stories may be placed in a class book entitled, "What I Want to Be." These pictures and stories may be saved for longitudinal evaluation of each child's growth in the understanding of careers.

71. WHAT GOES ON IN THE PRINCIPAL'S OFFICE?

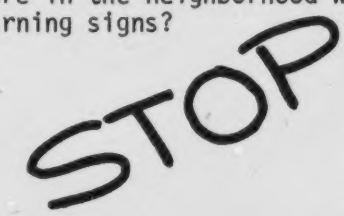
Make a 5-minute tape of the sounds in the principal's office during the normal school day (phone ringing, secretary typing, etc.). Play it back to your students and let them decide who is doing what in the office. Tape sounds of other places in school too.

72. COME ON EVERYBODY, LET'S DANCE

Ask the students to pantomime different workers on their jobs. Then set to music the new "dance" as the children represent various occupations. One at a time, have the children do the "dance" so the others might guess the occupation.

73. SIGNS FOR SAFETY

Using ACTIVITY PAGE 65, have the children put together the puzzle. What are the meanings of each sign? Where in the neighborhood would you find these signs? Why do we have warning signs?



74. COLORING BOOK DICTIONARY

Have your students draw on a ditto master the basic outline of different workers. Let them put a short definition under the picture. Run off the dittos and make coloring books for each member of the class.

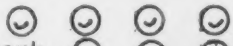
75. WE DON'T SWIM: WE GO ROCK HUNTING

Discuss what families like to do for fun and where they go on vacation. Allow the children to express their own feelings about what is fun to do. Help them to see that all people do not like the same things and that it is fortunate that they are not all alike. Lifestyles revolve around what people enjoy doing. Even children must come to know their preferences.

76. OUR SURVEY PICTOGRAPH

The children may conduct a survey of ten workers and bring the results back to class. The results may be tabulated and a class pictograph may be developed.

WORKERS

1. Do like work 
2. Do not like work
3. Do help others
4. Do not help others

Sample questionnaire:

1. Do you like your work? ___yes ___no
2. Does your job make you feel good? ___ yes ___no
3. Does your job help other people in some way? ___yes ___no

77. MY EMPLOYERS ARE MY PARENTS

Work with students' parents to assist them in assigning jobs for each student at home. The parents, serving as employers, will fill out report forms which are to be returned to you. Keep a checklist to determine changes in work attitudes of each child. If a particular job requires some skills tha the child is not familiar with, discuss these at school. Field trips and resource persons may also be

77. MY EMPLOYERS ARE MY PARENTS (Cont'd)

utilized. This activity could create a nice bond between home and school.

78. IT IS PAST YOUR BEDTIME

Have some of the children discuss the child's feelings and some discuss the parent's feelings in each of these situations:

1. Eating a big piece of cake right before dinner
2. Spending all the money Aunt Sue gave you on candy
3. Staying up past bedtime on a school night to watch TV
4. Going downtown every day after school to look around
5. Arguing with your big brother

How are parent feelings different from child feelings?

79. LET US PLAY A NICKNAME GAME

Review what the children have learned about occupations in a nickname game. The teacher can give the nickname of a job and let the children guess or find out what the occupation is. Example:

1. Cop
2. Grease monkey
3. Straw boss
4. Leatherneck
5. Sawbones
6. Frogman
7. Shrink

83. WHERE WOULD YOU GO IF....

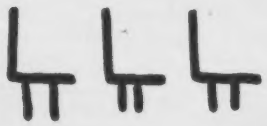
ACTIVITY PAGE 67 asks the students to name places they would go for goods and services. If you live in a small community, you might have the student name specific stores or locations. If you live in an urban area, it may be more meaningful to merely name the kind of store.

84. THE SMITHS KNOW ALL ABOUT TROPICAL FISH

Devise a questionnaire for all parents of children in your room. It should determine the kinds of expertise available from parents in your class. Then call upon these parents as resource people. Hobbies and leisure-time activities, as well as job skills, will provide valuable aids to you when planning for resource people.

85. WE HAVE THINGS ARRANGED THIS WAY HERE

Arrange with teachers of other classes to permit your class to visit. Have the children notice the various room arrangements. Point out that even though the shapes of the rooms and the furniture are all pretty much alike, the arrangements are all very different. Students arrange the materials in their desks in different ways also. This, then, becomes a part of the lifestyle of the class as a whole and each individual student has a lifestyle within the group.



80. THIS IS WHERE I ALWAYS SHOP

Discuss why people continue to return to the same place to shop. Talk about the people who work in the store: those who make the store appealing, those who are friendly to customers, those who help customers find things, and those who write convincing advertisements.

81. WORK DETAIL

Conduct a classroom experiment. First day, assign one child all of the myriad of classroom duties; this child must pass out books, take up milk money, etc. Second day, assign several children the classroom duties but tell them to try to do these duties all at the same time. Third day, assign several other children the classroom duties and have them work together. Fourth day, discuss what happened the three previous days.

Discuss these questions:

1. On which day did work go smoothest?
2. On which day was the least time consumed with classroom duties?
3. On which day were people happiest?

82. THIS IS MY WAY

Using a city map, have students locate their homes. Have each child explain the best way for them to get to school. Which is the most scenic way? Which the most fun way, etc.? Which is the best way for them to go to the grocery store, to the park, to the movie, or to a friend's house?

86. I ENJOY DOING THINGS

Have students role play farm type jobs similar to the ones listed. Have them explain what satisfaction they would derive from doing this job:

1. Picking beans from a garden
2. Bailing hay
3. Baking bread
4. Spinning yarn
5. Shearing sheep
6. Milking a cow

87. TIME CAPSULE ABOUT ME

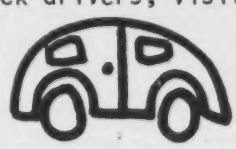
To illustrate how time changes people and things, have the children write down their inner-most thoughts (use ACTIVITY PAGE 59). Give each child an envelope in which to seal the finished page. Then at the end of the year, pass out the envelopes. Encourage the children to share any interesting changes about themselves.

88. THIS IS OUR NEIGHBORHOOD

Make a neighborhood map. Have the students locate their parents' places of employment. Also place a pin to identify the location of each home. If one or both parents work outside the home, run yarn from homes to the parents' places of employment. If a parent works outside of the map bounds, run yarn off map in the direction the parent travels.

Discuss what workers are involved in making maps and globes.

Have each student collect and mount pictures showing workers that need to use maps in their work. People who need to be able to read a map are: taxi drivers, tourists, pilots, truck drivers, visitors



88. THIS IS OUR NEIGHBORHOOD (Con't)

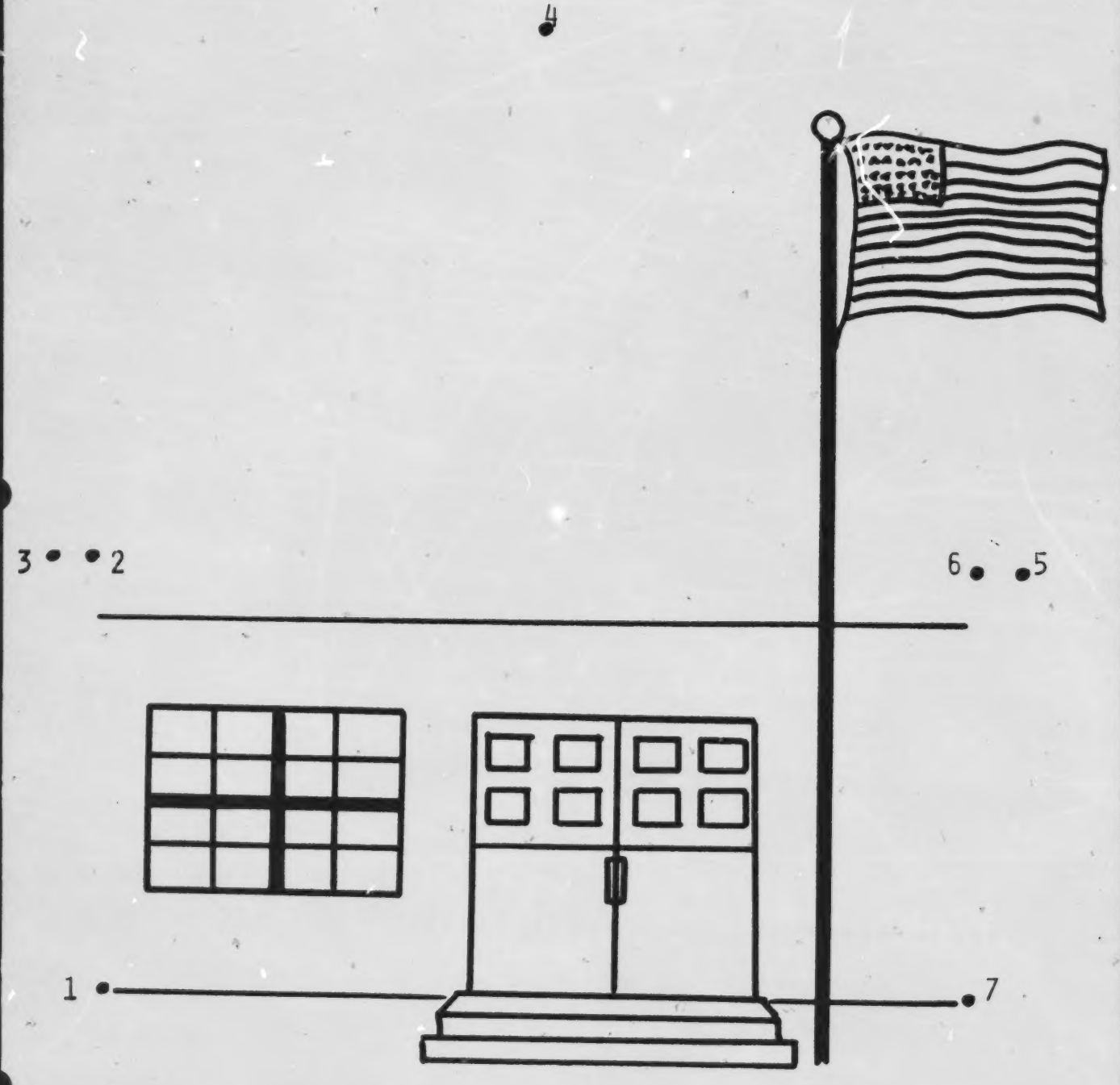
to a new city, and the children themselves.

89. TURN LEFT AT THE SWING

Divide the class into two groups and let each group plan a walk for the other group. Use landmarks in the vicinity of the school for guideposts. When each group has decided upon the route it would like the other group to take, help the members write or record the necessary directions. These directions may then be put into an envelope. On two consecutive days, the walks may be taken with the teacher accompanying the children. The walks can be out on the playground and around to the front of the school, or even around a block, if it is in the city. Some sample directions may be:
Go to the school's front door. Walk down Front Street until you come to the corner of Walnut Street. Turn right and walk until you come to a white house with two pine trees in the front yard. Look on the porch of that house. Come back and tell us what you saw.

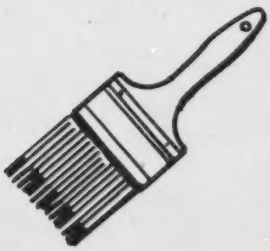
ACTIVITY PAGE

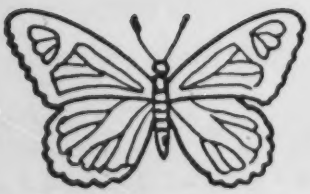
THIS IS WHERE WE WORK

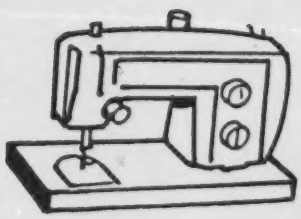


ACTIVITY PAGE

WORKERS USE TOOLS. DRAW A CIRCLE AROUND EACH TOOL.

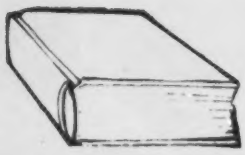


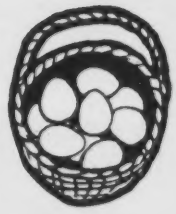


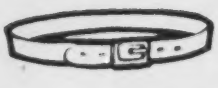


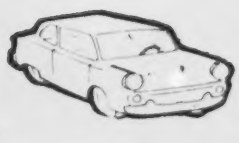
ACTIVITY PAGE

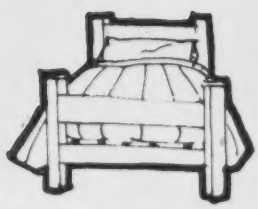
WHERE WOULD YOU GO TO BUY THESE THINGS?











ACTIVITY PAGE

TIME CAPSULE ABOUT ME

A "TIME CAPSULE" IS A CONTAINER THAT HOLDS HISTORICAL RECORDS. THIS SURVEY IS A TIME CAPSULE ABOUT YOU, AND YOU ARE THE ONLY ONE WHO WILL SEE IT. FILL IN THE FIRST BLANK OF EACH ITEM. YOUR SURVEY WILL BE SEALED WITH TAPE AND STORED AWAY BY YOUR TEACHER. YOU MAY BE AS HONEST AS YOU WISH SINCE ONLY YOU WILL SEE THIS SURVEY.

1. MY HEIGHT:____METERS____CENTIMETERS
2. MY WEIGHT:____KILOGRAMS
3. MY BEST FRIEND:_____.
4. THE THING I WORRY ABOUT MOST:_____
   _____.
5. MY FAVORITE FOOD:_____.
6. MY FAVORITE SONG:_____.
7. THE PERSON I ADMIRE MOST:_____
   _____.
8. MY FAVORITE COLOR:_____.
9. MY FAVORITE TV PROGRAM:_____
   _____.
10. WHAT I WANT TO BE WHEN I GROW UP:_____
    _____.
11. THE LATEST THING I LEARNED TO DO IN MATH:_____
    _____.
12. MY NEWEST FRIEND:_____.
13. THE THING I WANT MOST:_____.
14. MY FAVORITE GAME:_____.
15. THE LAST TIME I WAS REALLY FRIGHTENED_____
    _____.

ACTIVITY PAGE

THIS IS ME - - I AM SPECIAL

I AM _____METERS
_____CENTIMETERS
TALL

I WEIGH _____KILOGRAMS

THIS IS ME.....
(DRAW OR PASTE A PICTURE)

WHEN I GROW UP I WANT
TO BE_____

_____

_____

MY HOBBIES ARE:

I HAVE_____HAIR
(COLOR)

I HAVE_____EYES
(COLOR)

MY FAMILY:

THINGS I LIKE TO DO:

THINGS I DON'T LIKE TO DO:

ACTIVITY PAGE

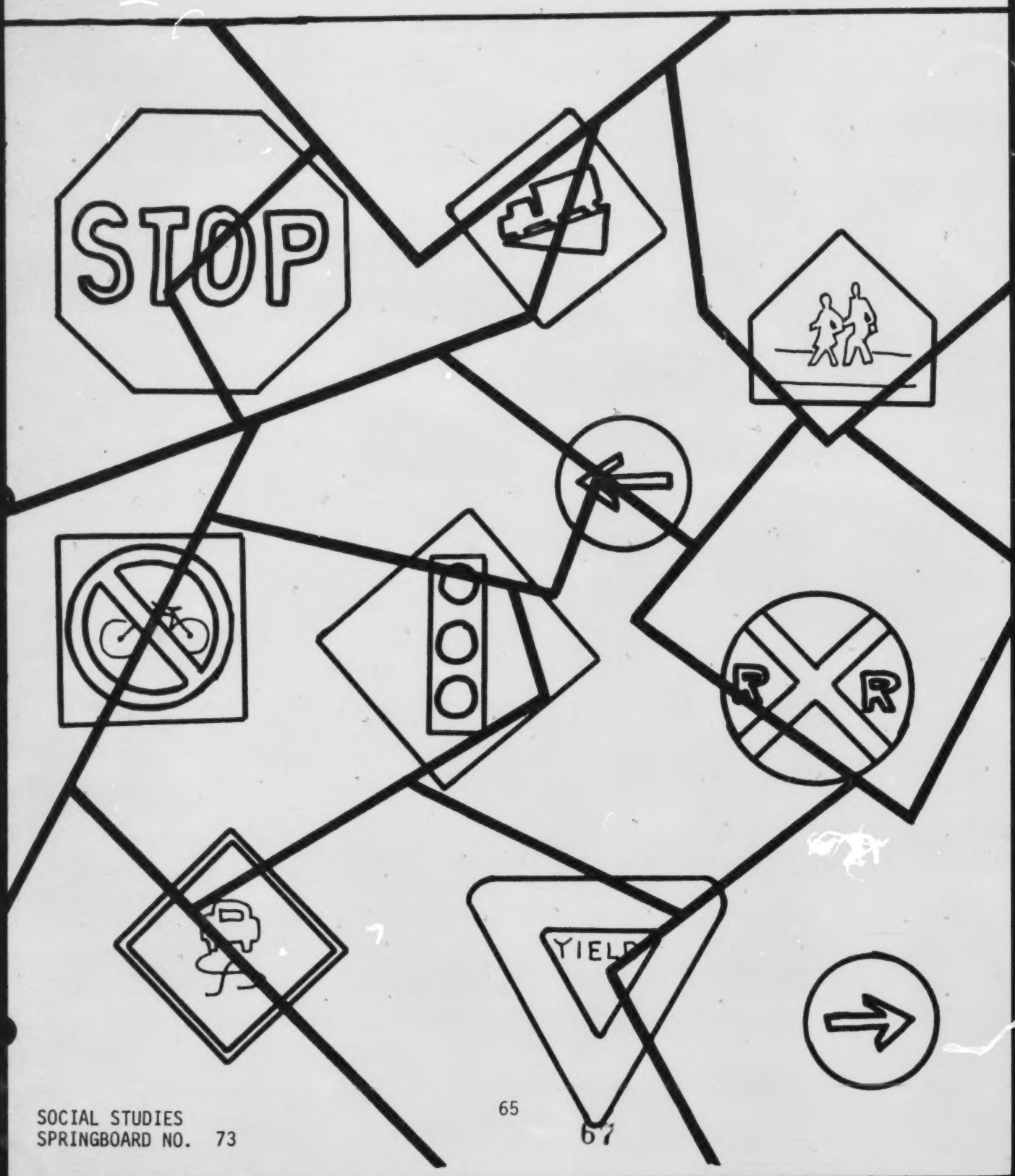
DRAW A LINE BETWEEN THE HATS THAT LOOK ALIKE.

WHAT WORKERS WEAR HATS LIKE THESE?

SOCIAL STUDIES
SPRINGBOARD NO. 67

ACTIVITY PAGE

I AM A PUZZLE. PASTE ME ON CARDBOARD. AFTER I DRY, CUT ON MY THICK LINES. MIX MY PIECES UP AND PUT ME BACK TOGETHER. DO YOU KNOW WHAT ALL MY SAFETY SIGNS MEAN? WHERE ARE THERE SIGNS LIKE MINE AROUND YOUR SCHOOL AND NEIGHBORHOOD? WHO PUT THEM THERE? WHY?



ACTIVITY PAGE

WHERE WOULD YOU GO IF....

YOU WANTED AN ICE CREAM CONE_____

YOU WANTED TO PLAY ON A BASEBALL TEAM_____

YOU WANTED TO BUY YOUR MOTHER FLOWERS_____

YOU WANTED TO BUY BREAD_____

YOU NEEDED TO HAVE A NEW HEEL ON YOUR SHOE_____

YOU WANTED TO HAVE YOUR PICTURE TAKEN_____

YOU NEEDED YOUR BIKE REPAIRED_____

YOU WANTED TO BUY A BASKETBALL_____

YOU WANTED TO BUY A GAME_____

YOU NEEDED TO WASH YOUR CLOTHES_____

YOU WANTED TO TAKE A TRIP TO HAWAII_____

YOU WANTED TO BUY PAPER CLIPS_____

YOU NEEDED TO HAVE YOUR CLOTHES MENDED_____

YOU WANTED TO MAIL A LETTER_____

YOU BROKE YOUR LEG_____

YOU WANTED A PAPER TYPED_____

YOU WANTED SOMETHING TO EAT_____

YOU WANTED YOUR TEETH CLEANED_____

LANGUAGE ARTS
SPRINGBOARDS

GENERAL

1. DO WE HAVE AN ANIMAL DOCTOR YET?

   Ask the children to find pictures of community workers from newspapers or magazines. Have pieces of construction paper on which to paste the pictures. Make a community workers picture file. Use this file as a source of information on careers all during the year.

2. CLOSE YOUR EYES AND LET'S PRETEND

   Do a fun fantasy exercise when you have a few extra minutes. Have the children close their eyes. They are to pretend they are where you say. Lead their thinking so they make up the details of the story in their own minds. Be sure to allow plenty of time between your statements to allow them to imagine. It might go something like this:

   "You are going with someone into the grocery store. (Pause) There are two long rows of shopping carts here inside the door. Over there, beyond the carts are the check stands. There are all kinds of people in the store. Think about the people who are shopping. (Pause) There are some workers, too. Can you find three workers in the store? Find them in your mind but do not say anything. (Pause) Talk to each worker about the job being done. (Pause) The person you are with is ready to go. (Pause) You walk to the check-out counter. Put your two items on the counter. Pay for the items, and walk slowly out the door. You had never noticed so many workers before now."

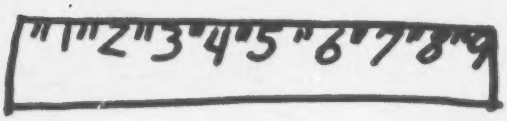
   The children will be eager to tell you the stories they made up in their minds. You can also use the laundromat, the dentist's office,

2. CLOSE YOUR EYES AND LET'S PRETEND (Cont'd)

the post office, the school cafeteria. You might even want to discuss the workers as to which ones deliver goods and which ones perform services.

3. THE CARPENTER'S TOOLS

Provide a handout (ACTIVITY PAGE 91) for each child. Talk about carpenters and the tools which they use on the pictured handout. Assist them with finding the correct name for each tool. Have them draw something a carpenter might build.



4. MY GRANDPARENTS WERE FARMERS

Have the children develop family trees by writing the names of their relatives and their occupations on branches of the tree. (See Student ACTIVITY PAGE 93.) When the students return the activity sheets talk about the many different kinds of workers on the "THE JOB TREES."

5. THAT'S MY NAME IN SHORTHAND

Visit a secretary. Ask him or her to write on a card each child's name in shorthand. The children may be secretaries and practice writing their own names as well as some of their friends.

6. PRODUCERS OF GOOD OR SERVICES

Using ACTIVITY PAGE 95 , help the children become aware of the two broad classifications of workers - producers of goods and producers of services by filling in the blanks. Name other workers. Decide if they produce goods or services.

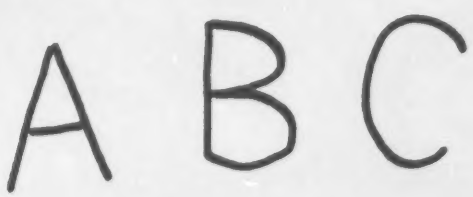
KEY

G - Butcher
S - Secretary
S - Singer
S - Newspaper carrier
S - Barber
G - Farmer
S - Nurse
S - Fisher
S - Electrician
G - Shoe factory worker
G - Fruit grower
G - Florist
S - Reporter
G - Poet
S - Mechanic
S - Lawyer
G - Chef
S - Hairdresser
G - Tailor
G - Dairy worker
G - Architect
S - Baseball player
G - Artist
S - Plumber
S - Teacher
S - Mayor
S - Radio broadcaster
S - Taxi driver
S - Detective
S - Clown

7. "A" IS FOR AMBULANCE DRIVER

Have the children make alphabetical lists of products, workers, or tools. For example: A = Apple, ambulance driver, airplane
B = Bologna, bus driver, brace and bit

They might make a poster for each letter or you might display the big alphabet letters you may have in your class as you and the children discuss the words.



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8. TOOLS, TOOLS, TOOLS

Use ACTIVITY PAGE 97 to choose a tool for each worker. Encourage discussion about job possibilities for students when they grow up.

KEY

1. E	6. E	11. C
2. B	7. A	12. D
3. A	8. B	13. B
4. C	9. D	14. A
5. D	10. C	15. E

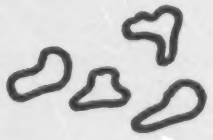
WRITTEN COMPOSITION

9. ALL THOSE PEOPLE TO MAKE POTATO CHIPS?

Pass around potato chips so that each child has some to eat. Discuss and make a list of the people involved in making potato chips. You will need to begin with the farmer who plants the potato, the potato digger, the trucker, on through the entire process. Have the children help you write, "The Potato Chip Story."

You might follow the same procedure for:

1. Popcorn	3. Candy pieces	5. Soft drinks
2. Apples	4. Doughnut holes	6. Wieners



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10. HELPING HANDS (SEE ACTIVITY PAGE 99)

Send a letter to each adult in the home. The letter will be more personal if you type or write the adult's name in the greeting. Discuss at school each of the pages returned by the children. Then have them write, "Helping Hands" stories and draw pictures to illustrate their stories based on this information.

11. ALL ABOUT ME

Have the children write sentences about these ideas:

1. Their hobbies
2. Their families
3. Their school
4. Original poems and stories about their interests
5. School activities
6. What they want to be when they grow up

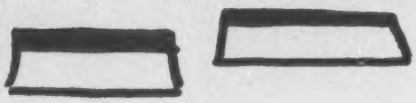
Have them illustrate their stories and pages with pictures they draw or with pictures from magazines. Make booklets with each child's materials and have the child illustrate a construction paper cover.

If the children are not able to write this elaborately, write captions on papers and let them draw pictures to illustrate the captions. Such captions might include:

1. Things I Play With
2. My Family
3. Things I Like
4. Things I Do Not Like
5. When I Grow Up I Want To Be
6. Things I Am Afraid Of
7. I Would Like To Be
8. I Would Not Like To Be
9. I Laugh At These Things
10. I Cry At These Things

12. EMPLOYMENT WANTED: WILL DUST THE ERASERS EVERY FRIDAY

Help the children write want ads. These ads should be for jobs they would like to do and with the skills they have. Post the ads on the bulletin board. Some suggestions might include: help a friend with a writing assignment, water the flowers, take the lunch count to the office, help someone with math, pass out papers, etc.

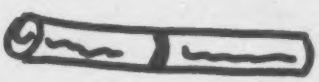


13. TO BE A LIBRARIAN YOU MUST LIKE TO READ

Visit the school or city library. Ask the librarian to talk about a librarian's work, such as the training, advantages, disadvantages, and duties. When you return to the classroom, write an experience story of the visit stressing the worker. Also, the children may write thank you letters to the librarian.

14. THAT'S EASY - THAT'S A NEWSPAPER!

To show the children the importance of reading, put a number of items in a box. Take one out at a time. Let the children say what the item is and then guess why the worker needs to know how to read in order to use it. Your box might have: a newspaper, a TV Guide, a letter, a cookbook, a pill bottle, a catalog, a telephone directory, a bus schedule, directions for putting something together, a check, and a map.



15. EDITOR, DO YOU WRITE ALL THOSE WORDS IN THE NEWSPAPER?

Invite the local editor (reporter, photographer, office staff member) to come to the class and discuss the processes and difficulties of bringing a newspaper to print. The speaker should bring along some of the tools used and should describe some of the other people who work at the newspaper office.

16. OH, I WANT TO BE A FIREFIGHTER

To get the children to thinking about vocations, have them write stories describing their vocational day dreams. Start the stories by this thought: "When I Grow Up I Want to be a _____ because." Compile the stories, have the children illustrate them and make a booklet.

17. I'M A SCHOOL WORKER

Have the students write papers listing all the ways going to school is like their father's or mother's work. The list might include:

1. Getting up early
2. Eating lunch away from home
3. Having a boss
4. Going home at a specific time
5. Having to do tasks at a specific time
6. Resting after a hard day's work

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18. YES, I LIKE TO COLLECT THINGS

Hand out slips of paper with the following items. Have them check (✓) the items which tell about themselves.

1. ___ I like to be indoors.
2. ___ I like to be outdoors.
3. ___ I like to talk to people.
4. ___ I like to be with friends.
5. ___ I like to make up stories.
6. ___ I like to be by myself.
7. ___ I like to make up poems.
8. ___ I like to build things.
9. ___ I like to do things where I can move around.
10. ___ I like to do things sitting.
11. ___ I like to collect things.
12. ___ I like to read.

Allow the children to talk about their answers. Then have them write a paragraph entitled, "The Person I Am."

19. THIS IS NOT ME: THIS IS ME

Ask the children to find two pictures from magazines. One picture should describe the child as he or she is, and one which describes how the child is not. Have them paste both pictures on a large piece of paper. Below the pictures they should write the reasons why they are like the one picture and why they are unlike the other. Have them share their stories and pictures with the rest of the class.

ME

20. I WRITE IN MY JOB

Invite a parent to come to class whose job depends upon an ability to communicate well through writing. Ask the parent to discuss:

1. What he or she does
2. How writing helps him or her
3. Why students will need to learn to write well

20. I WRITE IN MY JOB (Cont'd)

Let the children talk about some other jobs which require skills in writing.

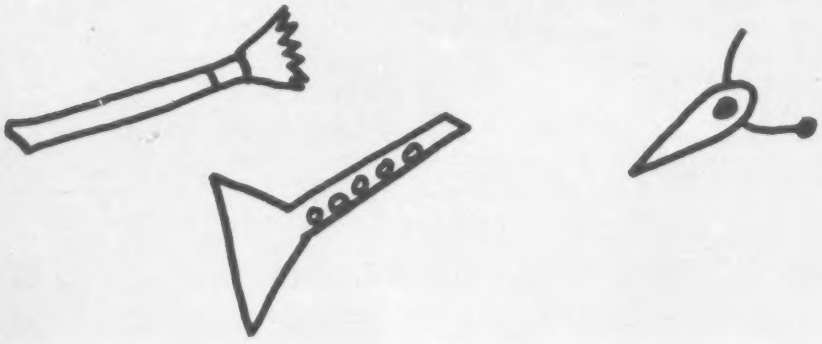
21. RIDDLES, RIDDLES, RIDDLES

Have the children write three- or four-line riddles about some community worker. The students will read aloud the riddles and have the rest of the class guess who the worker is. (See Student ACTIVITY PAGE 101)

SPEAKING

22. THIS IS AN X-RAY MY FATHER USES AT THE HOSPITAL

Ask the children to bring to school a tool that each of their parents uses in his or her work each day. If it's not possible to bring the tool to class have the child draw a picture. Have the children find out from the parents what they use the tools for in order that the children, in turn, can tell the class. If one parent works at home, a tool that that person uses should be brought also.



23. I WANTED TO GO - BUT WE COULDN'T

Have the children tell stories or incidents where they had to decide to do something different because someone else did not do what he or she was supposed to have done. An example to get them started might be something like this: A trip to the beach had been planned for months. Just before they were to leave, they discovered a flat tire on the car. The garage attendant had failed to fix it when the car was in the garage for repair. The whole family was disappointed as they had to postpone their trip.

24. THIS IS MY MOM, THE BAKER

Using grease crayons or acetate pens and clear transparency film, allow the children to draw stick figures or pictures of a parent teaching them how to do something. After the transparencies are completed, tape the children telling about their pictures. Present the show for another class.

25. IS A FIREFIGHTER'S JOB HAPPY OR SAD?

Let the children think of occupations categorized in the following way and have them tell why they think they are that kind:

1. Happy work
2. Active work
3. Clean work
4. Safe work
5. Team work
6. Sad work
7. Sitting work
8. Dirty work
9. Dangerous work
10. Independent work

26. MRS. SMITH, THE POSTAL WORKER, SAW A LETTER ADDRESSED TO THE PRESIDENT

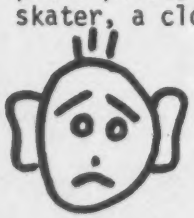
Let the children look through magazines for pictures of workers. Have them choose pictures showing workers in the same jobs as someone they know. Ask the students to find out from that worker friend what the job duties are and report back to the class. They should have their friend tell them one interesting incident that happened at work which they can retell to the class.

27. HELLO. THIS IS MS. JAMES

In order to add variety in learning to use the telephone correctly, have the children pretend they are workers and use play phones to call each other, other businesses, or health services. Stress courtesies. Also practice ending conversations correctly.

28. TO BE A CLOWN TAKES SPECIAL TRAINING

Ask students to predict the special training needed to be an airplane pilot, a dentist, TV stars who have their own shows, an ice skater, a clown. Discuss where one might get this training.



29. I WANT TO TALK TO THE SCHOOL NURSE

Arrange for one or two students to spend one-half hour with a school worker. This might include the janitor, cafeteria worker, bus maintenance person, secretary, principal, etc. The students should be allowed to do some activity which the worker usually does. They should come back to class and tell what activities they did and how

29. I WANT TO TALK TO THE SCHOOL NURSE (Cont'd)

it felt to be that worker. They should express the parts about the job they would like and the parts they might dislike.

30. THIS WEEK WE HAVE A SCHOOL SECRETARY

Each week feature one occupation in the Occupation Corner. You might include: a dentist's office, school secretary, grocer, bank teller, etc. Collect items which illustrate that occupation. For a secretary you might include and label: telephone, tape recorder, typewriter, ditto masters, telephone book, onion skin paper, carbon paper, rubber stamp, money wrappers for lunch money, etc.

Allow the students time to talk about the various pieces of equipment and to touch and use them. With the students, make a list of the duties of such a worker.

Permit time for students to express, before the class, reasons they would or would not like the "job of the week."

31. PEOPLE MUST UNDERSTAND ME, OR I'M OUT OF BUSINESS

Ask a minister, a lawyer, or a politician to come to the school and explain how being able to speak well is important in public relations work.

LISTENING

32. "THEN I'LL DO IT MYSELF," SAID THE LITTLE RED HEN, AND SHE DID!

Read the story, "The Little Red Hen," while the children listen very carefully. Then have the children role play the characters as you read the story again. Discuss how the story relates to work both in the classroom and outside. You might also read "Brer Rabbit Meets Tar Baby."

33. TOOT! TOOT! BAA! BAA! STRIKE THREE!

Record some familiar sounds such as those at the train station, amusement park, farm, zoo, fire station, swimming pool, baseball game, dentist's office or others. As the children identify the sounds, talk about jobs associated with each sound. Jobs at the train station might include: engineer, ticket clerk, baggage clerk, etc.

Another activity is to identify feelings associated with the recorded sounds such as: fears, excitement, happiness, sorrow. Be sure to discuss reasons the children have for these feelings.

Toot Toot

34. PLEASE LISTEN TO WEIC!

Arrange for your class to visit a radio station to learn about all the workers there. You should ask the guide to explain the duties of the workers and show how they are important in making communication effective. Discuss before you go how to be good listeners.

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35. FRIENDSHIP MAY MEAN SOMEBODY SAYING, "HI"!

Just before recess, suggest to your students that they go out to the playground and stand and look around for just a moment. Each child should try to see two ways to express friendship without speaking. When recess is over, record on the board the findings and see how many different expressions they have found. Some other day you might want to have them look for another feeling such as loneliness, anger, fear, etc.

36. NAME THOSE JOBS (GAME)

Form a circle. Each child, in turn, will name a different occupation. There are many jobs from which to choose. The children must listen very carefully in order not to say a job already mentioned. Those children who cannot think of new job titles or those who repeat one already mentioned, must go back to their seats. The three children left are the winners. Discussion after the game might center around unusual jobs named.

37. A QUESTIONNAIRE FOR PARENTS

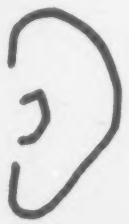
Discuss what a questionnaire is and how information can be gained from them. Allow the children to take home ACTIVITY PAGE 103 and have parents answer questions about reading, speaking, and writing skills needed in their jobs. Compile the numbers and make charts.

38. SOME OF THOSE BAD GUYS REALLY SOUND TOUGH

Suggest to the children that they watch TV for one hour after school and count the different tones of voice. The next day discuss how the tones of voice made the television program interesting. You might want to talk about cartoon voices, a tough guy's rowdy voice, a frightened voice, etc. Ask the children to be observant listeners. They might even pretend to be actors and try out using voices to express different feelings. Talk about how actors try to "feel" like a character in order to sound that way.

39. NOW LISTEN CAREFULLY!

Invite someone who does a lot of listening on the job to come to the class and explain how important it is for him or her to listen well. That person should explain what happens when one does not listen well. The person you invite might be a telephone operator who listens for instructions to put through a call, an air traffic controller who listens for locations from pilots, a doctor who listens for patients' symptoms, or it might be someone such as the school principal who must listen to people and then make decisions from what he or she hears. Discuss how it is important in almost every job, even the job of a school child, to listen very carefully for what is said.



UNDERSTANDING LITERATURE

40. YOU MEAN FIRE FIGHTERS HAVE TO WORK SUNDAYS TOO?

After reading a story, any story, pick out the different workers and talk about their duties as well as the advantages and disadvantages of each of their jobs. This can be achieved very easily each time you have a discussion. Merely have in mind a career awareness yourself and with very little effort or time you can develop a career awareness in your students. Just remember, talk about the worker,

40. YOU MEAN FIRE FIGHTERS HAVE TO WORK SUNDAYS TOO? (Cont'd)

as well as the product, every chance you have and talk about personal feelings and attitudes.

41. I AM AUTHOR, BOBBY JOE BARNES, AND THIS IS MY BOOK

Discuss the process of writing books and illustrating them. Have each child make a book by drawing pictures in sequence and writing captions. You might show the class each completed book without identifying the author to see if they can determine which child's book it is. Talk about how being an author is different from being a school teacher, etc.

42. STORIES TELL ABOUT PEOPLE DOING THINGS

For supplementary reading, have students go to the library and look for stories about people. Have them write a career report on the person using these ideas:

1. What kind of work does the person do?
2. Does the worker have to wear special clothing?
3. Does the person work inside or outside?
4. Does this worker need to read?
5. Does this worker need to write?
6. Does this worker need to learn special skills?

Ask your librarian to give you a list of the children's career education classics found in your library. (e.g., MIKE MULLIGAN AND HIS STEAM SHOVEL, etc.)

CREATIVE DRAMATICS

43. GUESS WHERE WE ARE NOW

Divide the class into small groups. Name a leader for each group. Whisper the name of a place to each leader; that group will act out things which happen at the place you named for them. The other groups will try to guess what place it is. Suggested places might be: dentist's office, barber shop, grocery store, library, restaurant, beauty shop, post office, garage, shoe factory, others.

44. GEORGE, THE FEROCIOUS, YOU PRETEND YOU ARE SHY

Select children who are normally very shy and attempt to have them role play positions of authority. Also have students who are the domineering type, role play situations or stories where they are very shy. Have the children express how it feels to be in situations which they are not in ordinarily. Pick other over-strong or under-weak characteristics of children and try to get them to role play the extremes.

45. I'M GOING TO BE BILL AND BILL IS GOING TO VISIT THE ORCHARD WITH HIS FAMILY

After using their reading books, have the students continue to extend the story. Have them pretend they are the same characters. Have these characters go places and do things. They might go to the candy store, the toy shop, the grocery store, etc. Why did they choose to go the places they did? What did they do there? Who did they see? What were they doing? Encourage them to be very creative both in their actions and in their discussions.

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46. OCCUPATION CHARADES

Have the children divide into groups and play charades, acting out the occupation of one of their parents. The other children should guess the parent's occupation.

47. YOUR NAME, PLEASE?

Role playing helps the student understand feelings. In order to start helping students become aware of the feelings of workers around them, role play these occupational situations:

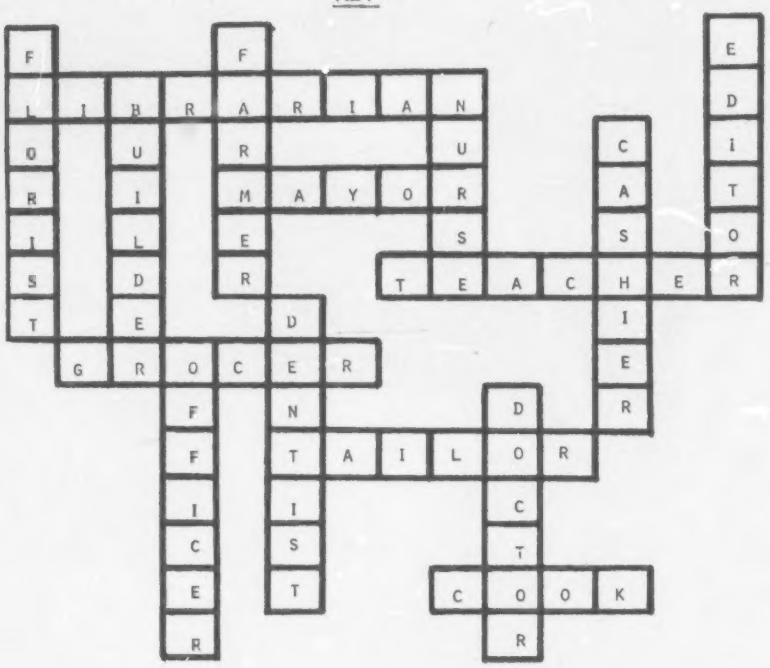
1. A teacher asking for the principal's help in solving a problem
2. One student making a cake from a recipe
3. A truck driver making deliveries (worker uses clipboard stating where deliveries go)
4. Worker reading newspaper after coming home from work
5. Customer taking back spoiled meat to the meat department in a grocery store
6. Real estate sales person showing a house and trying to persuade a family they should buy the house
7. Several students working on a shoe assembly line
8. Police answering a call from a person whose neighbors are having a loud party
9. Politician making a speech trying to convince people to vote for him or her
10. Receptionist greeting patients and getting information from them
11. Jeweler talking with a customer about the condition of a watch to be repaired
12. Telephone operator placing three calls coming in on the board at the same time
13. Bus driver in a busy city picking up passengers to take them to work

How did you feel when you were the worker? What feelings did you like? What feelings did you not like? Do workers like everything about their jobs?

48. COMMUNITY WORKERS PUZZLE

ACTIVITY PAGE 105 is a good individual activity in response to the question, "What can I do now Teacher?" Students are to fill in the blanks with the names of community workers listed below the puzzle.

KEY



49. IF YOU CAN'T READ, YOU ARE IN A REAL MESS

Dramatize the following situations:

1. A man goes into a department store to buy a shirt. No one is able to talk. What problems do they have?
2. Two children go into McDonald's to buy lunch. The person taking their order cannot write. What will be the problems?
3. A woman needs a job so she looks at the help wanted ads in the newspaper. She cannot read. What are her problems?
4. An employer gives the secretary many orders. The secretary does not know how to listen well. What will the problems be?

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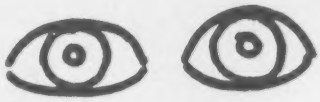
CREATIVE AND CRITICAL THINKING

50. THIS PERSON HAS BLUE EYES AND DIMPLES

Begin by having one child describe someone in the room and allow the others to try to identify the individual. After several descriptions the teacher may ask, "How did you know it was Jack or Mary?" Following the responses the teacher will help the students understand that people are alike in some ways and different in some ways.



51. IT WOULD BE FUN TO BE A CLOWN

Have 20 or more pictures of workers mounted on cardboard. Have one child choose an occupation which he or she thinks would be fun. Allow the child to talk about the lifestyle of the worker. The other children may have additional suggestions. The children should realize that the worker has leisure time. Discuss what clowns might do in their leisure.

52. CHRISTMAS JOBS SEND A MESSAGE

Around Christmas time, discuss all the special Christmas workers. Include ACTIVITY PAGE 107 in your discussion. Have the children decide which jobs are necessary in order to carry on many of our Christmas traditions. Color in those squares. (The message will read: "Ho.")

53. A THINK TANK

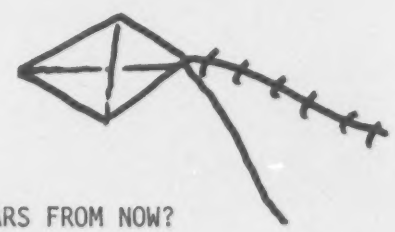
Provide an alone place, where a student can imagine, wonder or muse. Pin, glue, or staple ideas and suggestions on the walls of the "tank." Leave some space for kids to doodle their own thoughts and questions. Keep the think tank a changing/growing collection of questions and suggestions to spark creative writing. Also have riddles, challenges (things to try), mysteries to solve, tongue twisters, etc.

54. NOW WHY WOULD YOU WANT THAT?

Read the following examples to the children. Allow them to discuss what they would rather do in each situation:

1. Would you buy a kite or a beach ball?
2. Would you spend the evening playing, "Sorry" or "Kick the Can?"
3. Would you rather earn two dollars mowing the lawn or taking the neighbor's dog for a run in the park?
4. Would you rather have a new bicycle or a TV for your room?

The decisions we make depend on what we value most and these decisions show themselves in our lifestyles. Even small children will be able to see that our likes and dislikes show up and become a part of our style of life.



55. WHAT WILL OUR TOWN BE LIKE TWENTY YEARS FROM NOW?

We cannot know the future. We can only guess what it will be like. Talk about TV programs that predict happenings at a later time. Spur the children's thinking that times do change and people must be able to change with them.

56. OCCUPATIONAL 20 QUESTIONS

Let the pupils play a game. The teacher or a team decides upon an occupation. For example: Nurse. The students must ask "yes" and "no" questions to try to guess the occupation in as few questions as possible.

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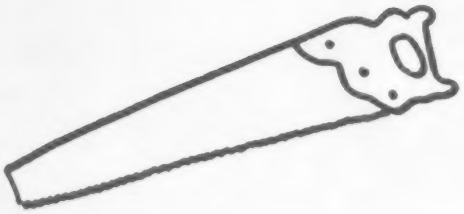
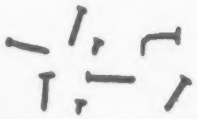
ACTIVITY PAGE

THE CARPENTER'S TOOLS

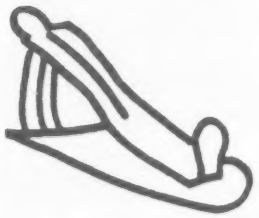
NAILS PLANE SCREWDRIVER SQUARE

HAMMER SAW

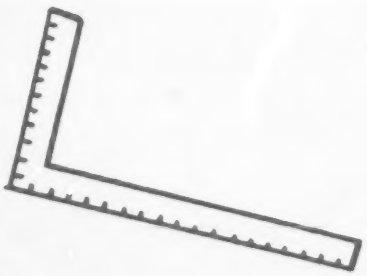




THIS IS A _____ THESE ARE _____



THIS IS A _____ THIS IS A _____

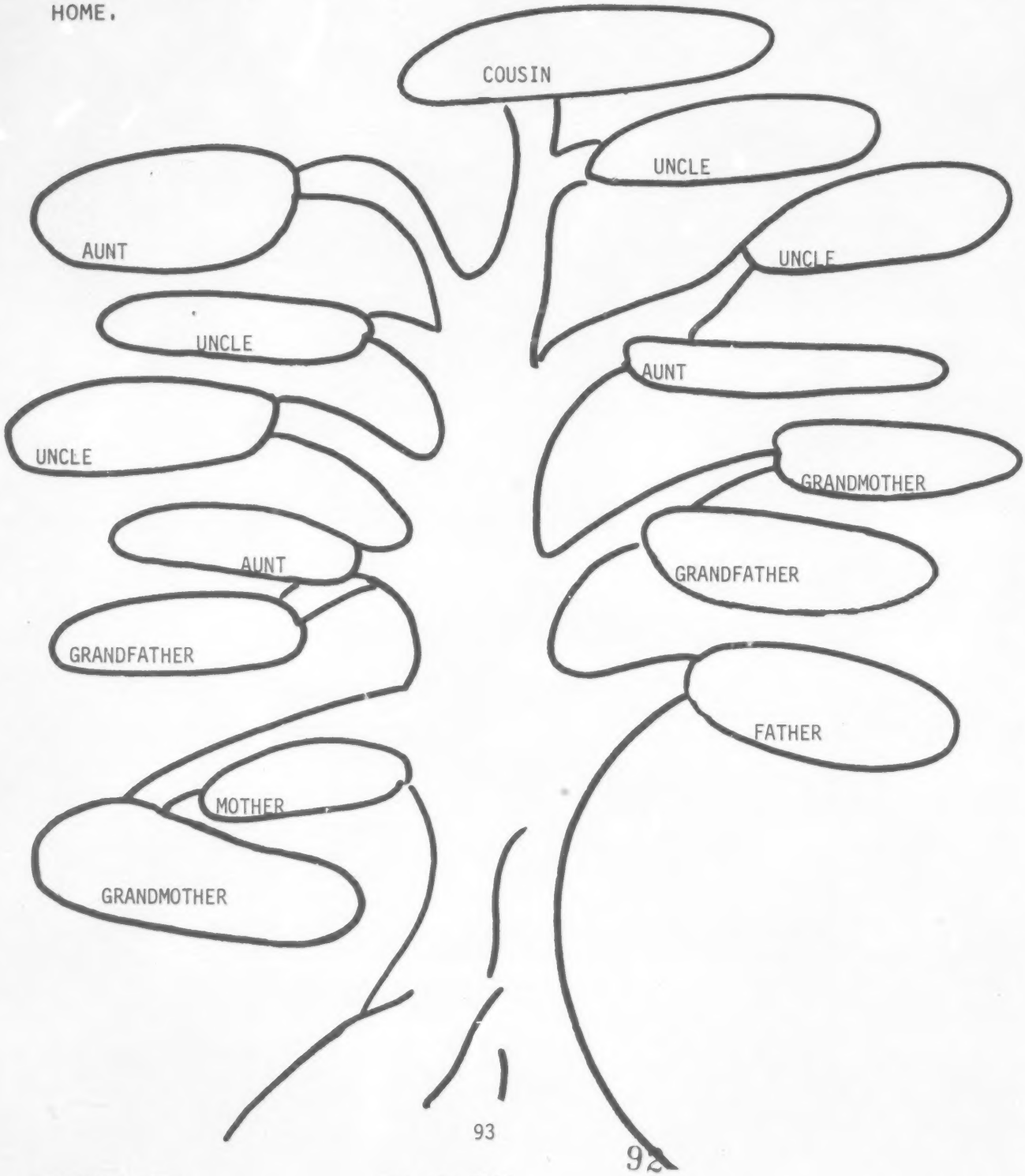


THIS IS A _____ THIS IS A _____

TURN THE PAPER OVER. DRAW SOMETHING A CARPENTER MIGHT BUILD.

ACTIVITY PAGE

TAKE THIS TREE HOME AND HAVE YOUR PARENTS HELP YOU FILL IT OUT. REMEMBER TO INCLUDE JOBS IN THE HOME AS WELL AS THOSE OUTSIDE THE HOME.



ACTIVITY PAGE

PRODUCERS OF GOODS OR SERVICES

SOME PEOPLE MAKE THINGS.

THE THINGS THEY MAKE ARE CALLED PRODUCTS OR GOODS.

SOME PEOPLE HELP OTHER PEOPLE.

THIS HELP IS CALLED SERVICE.

IF THESE WORKERS MAKE GOODS, WRITE "G" ON THE LINE.
IF THESE WORKERS SERVE OTHER PEOPLE WRITE "S" ON THE LINE.

____ BUTCHER
____ SECRETARY
____ SINGER
____ NEWSPAPER CARRIER
____ BARBER
____ FARMER
____ NURSE
____ FISHER
____ ELECTRICIAN
____ SHOE FACTORY WORKER
____ FRUIT GROWER
____ FLORIST
____ REPORTER
____ POET
____ MECHANIC

____ LAWYER
____ CHEF
____ HAIRDRESSER
____ TAILOR
____ DAIRY WORKER
____ ARCHITECT
____ BASEBALL PLAYER
____ ARTIST
____ PLUMBER
____ TEACHER
____ MAYOR
____ RADIO BROADCASTER
____ TAXI DRIVER
____ DETECTIVE
____ CLOWN

ACTIVITY PAGE

WRITE THE LETTER OF THE TOOL ON THE LINE BEFORE THE WORKER WHO USES THE TOOL.

1. _____DENTIST	A. PILLS
2. _____BARBER	B. COMB
3. _____DOCTOR	C. BOOK
4. _____TEACHER	D. PAINT BRUSH
5. _____PAINTER	E. TOOTH BRUSH

6. _____CARPENTER	A. SEEDS
7. _____FARMER	B. FLOWER POTS
8. _____FLORIST	C. LETTERS
9. _____ARTIST	D. PAINT
10. _____MAIL CARRIER	E. HAMMER

11. _____GROCER	A. WASHING MACHINE
12. _____HAIRDRESSER	B. HARD HAT
13. _____GARBAGE COLLECTOR	C. CASH REGISTER
14. _____HOMEMAKER	D. CURLERS
15. _____LAWYER	E. BOOKS

WHAT TOOLS DO YOU WANT TO USE WHEN YOU GROW UP? DRAW THEM.

ACTIVITY PAGE

HELPING HANDS

DEAR _____,

WE ARE STUDYING ABOUT THE DIFFERENT JOBS THAT PEOPLE DO. COULD YOU LET YOUR CHILD TRACE AROUND ONE OF YOUR HANDS ON THIS PAPER? THEN TAKE A FEW MINUTES TO JOT DOWN WHAT YOUR "HELPING HANDS" DO IN THEIR JOB(S).

THANK YOU,

ACTIVITY PAGE

1. I AM A HELPER.
   I HELP TAKE CARE OF YOU.
   I SOMETIMES HELP YOU CROSS THE STREET.
   I WEAR A BADGE.
   WHO AM I?

   _____

2. I AM A HELPER.
   I WALK MANY BLOCKS EACH DAY.
   I HAVE A BAG OVER MY SHOULDER.
   I COME TO YOUR HOUSE JUST ABOUT EVERY DAY.
   WHO AM I?

   _____

3. I HELP MANY PEOPLE EACH DAY.
   PEOPLE COME TO MY OFFICE.
   THEY SOMETIMES DO NOT FEEL WELL.
   I HELP THEM FEEL BETTER.
   WHO AM I?

   _____

4. I WORK ON A BOAT.
   I USE A ROD AND REEL.
   I CAN EAT WHAT I CATCH.
   WHO AM I?

   _____

ACTIVITY PAGE

DEAR PARENTS:

YOUR CHILD IS LEARNING ABOUT VARIOUS CAREERS AND THE WORLD OF WORK. HE OR SHE IS TRYING TO FIND OUT IF BEING ABLE TO READ, SPEAK AND WRITE HELP YOU IN YOUR WORK BOTH AT HOME AND ON THE JOB.

WOULD YOU LET YOUR CHILD ASK YOU THE QUESTIONS AND CIRCLE YOUR RESPONSES? THE CHILD WILL RETURN THE QUESTIONNAIRE AND WE WILL DISCUSS THE RESPONSES.

THANK YOU.

_____

TEACHER

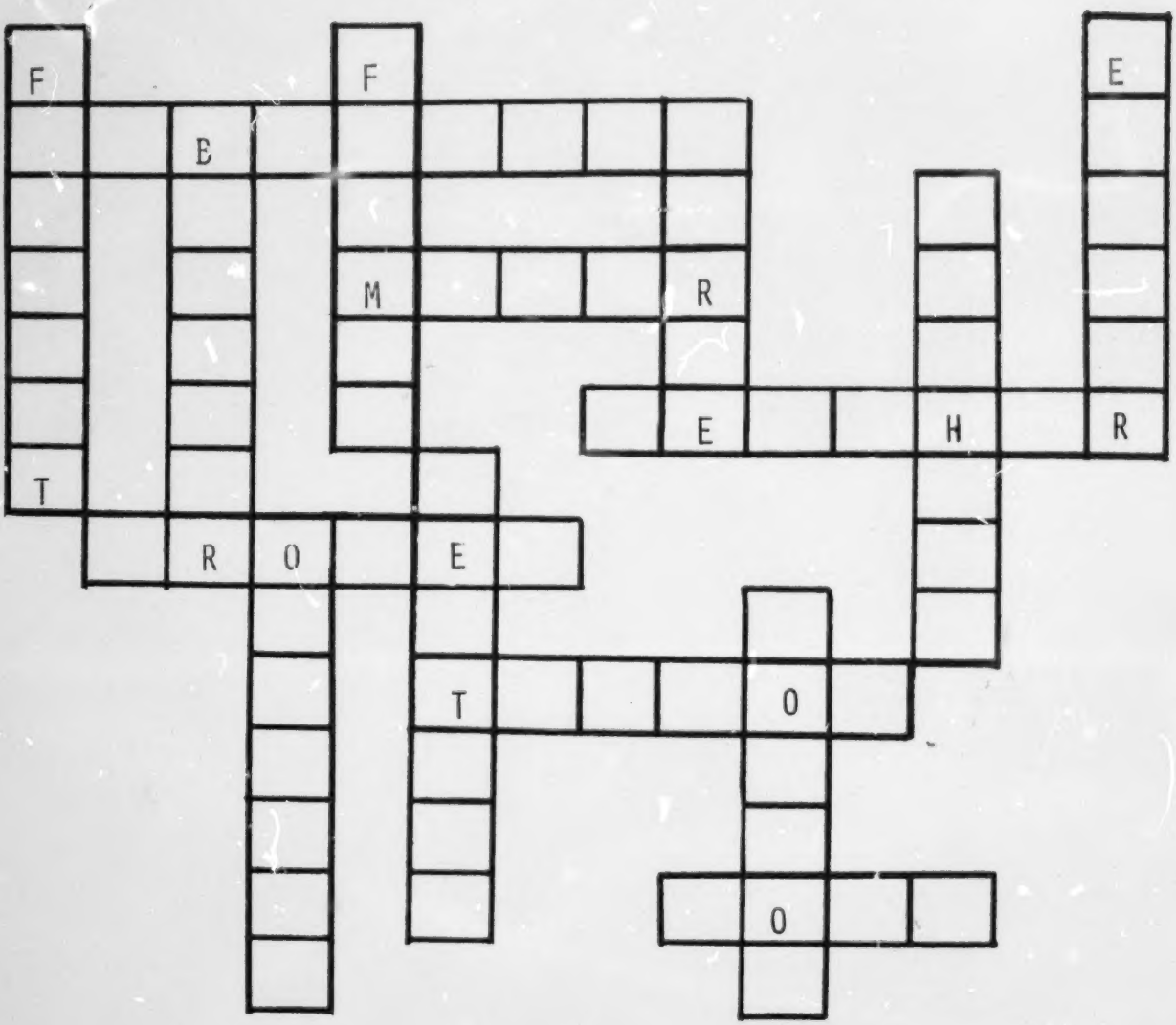
QUESTIONS	RESPONSES			
	FATHER		MOTHER	
	YES	NO	YES	NO
DO YOU TALK IN YOUR WORK?	Y	N	Y	N
DOES TALKING MAKE YOUR WORK EASIER?	Y	N	Y	N
CAN YOU DO YOUR WORK WITHOUT TALKING?	Y	N	Y	N
DO YOU WRITE IN YOUR WORK?	Y	N	Y	N
DOES WRITING MAKE YOUR WORK EASIER?	Y	N	Y	N
CAN YOU DO YOUR WORK WITHOUT WRITING?	Y	N	Y	N
DO YOU READ IN YOUR WORK?	Y	N	Y	N
DOES READING MAKE YOUR WORK EASIER?	Y	N	Y	N
CAN YOU DO YOUR WORK WITHOUT READING?	Y	N	Y	N

MY WORK IS_____(MOTHER'S)

MY WORK IS_____(FATHER'S)

ACTIVITY PAGE

COMMUNITY WORKERS

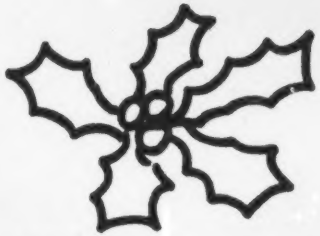


LIBRARIAN
OFFICER
FARMER
GROCER
MAYOR

COOK
NURSE
DENTIST
DOCTOR
EDITOR

FLORIST
TAILOR
TEACHER
CASHIER
BUILDER

ACTIVITY PAGE



COLOR ALL THE BLOCKS WHICH TELL ABOUT CHRISTMAS JOBS. WATCH SANTA'S MESSAGE APPEAR!

MAIL CARRIER	SECRETARY	SLED MAKER	ROOFER	CHRISTMAS STOCKING MAKER	TOY MAKER	BELL MAKER
SALES PERSON	CHEMIST	COLORED LIGHTS MAKER	PLUMBER	RECORD SALES PERSON	CARPET LAYER	CANDLE SELLER
NUT GROWER	TREE SELLER	ORNAMENT MAKER	BARBER	BAKER	JANITOR	HOLLY CUTTER
CANDY MAKER	MINER	CARD WRITER	FIRE FIGHTER	FRUIT CAKE MAKER	MECHANIC	WRAPPING PAPER MAKER
GIFT WRAPPER	WELDER	DELIVERY PERSON	DENTIST	STAMP MAKER	ARTIFICIAL TREE MAKER	EVERGREEN TREE CUTTER

MATHEMATICS

SPRINGBOARDS

MEASUREMENT AND GEOMETRY

1. MAY I STAMP MY PAPER?

   To promote an awareness of one of the duties of a librarian or secretary, stamp daily papers using a date marker (with an ink pad). Compare the dates on the stamp with the date on the calendar.

11-12-77

2. CARPENTERS USE MATH ALL DAY LONG

   Suggest the children be carpenters. Have many pieces of paper of different sizes, types, and colors. (You can add scraps to your collection.) You can do many math related activities with scraps of paper. Be sure to relate the activities to careers as often as you can.

   1. Pick out the biggest of 2, 3, 7, or 9 pieces of paper.
   2. Arrange several rectangular pieces of paper in order of size from shortest to longest.
   3. Pick out circles, triangles or rectangles.
   4. Sort the colors.
   5. Sort the types of paper.
   6. Put a certain number in each pile.
   7. Put 2 pieces of paper in each of several piles; count by 2's.
   8. Measure designated pieces of paper.
   9. Construct buildings, bridges, or roads, by putting the pieces together.

3. NAILS, NUTS, BOLTS, AND SCREWS

For the classroom workers, have a container of all shapes and sizes of nails, nuts, bolts, and screws. Do addition problems by adding small nails with large nails to find the total number. Give each student some of the objects from the container. Ask them to sort the objects any way they wish and then have them explain why they sorted them that way. Use your imagination to think of things to do. Think of all the workers who might use these objects in their work.

4. WHAT ARE METER PICTURES ANYWAY?

Give each child a piece of colored paper and a string one meter long. Have the children glue the string down to make a picture. They can use other materials to complete their pictures. Talk about how a meter looks shorter or longer when it takes different shapes.

5. AT THE TONE THE TIME WILL BE 8:30

Discuss the working hours of various jobs. As the children learn to tell time, talk about times in relation to careers. After they complete ACTIVITY PAGE 129 talk about why it is important for a worker to tell time. What would happen if Stacy didn't know how to tell time?

KEY

1. 8:00 o'clock	2. 2:00 o'clock	3. 10:15 o'clock
4. 8:30 o'clock	5. 12:00 o'clock	6. 1:00 o'clock
7. 2:45 o'clock	8. 4:30 o'clock	9. 5:00 o'clock

6. A TAPE MEASURE IS USED BY A TAILOR, TOO

Let the children think of the different types of measuring instruments. Talk about what might be measured with each and what workers need the measuring device. You might even have the children help you make a permanent collection of different kinds of measuring tools. Remember, some measuring devices which are not metric will be collectors' items some day soon.

7. TOOLS COME IN ALL SIZES

After your students measure the tools on ACTIVITY PAGE 131 discuss the workers who use these tools and how they use them.

KEY

1. 6 cm	2. 4 cm
3. 6 cm	4. 3.5 cm
5. 7.25 cm	6. 5.5 cm

8. LISTEN VERY CAREFULLY NOW

Using a centimeter measure, a piece of paper (21.5 cm x 28 cm) and a pencil, have the children follow these directions given orally by the teacher:

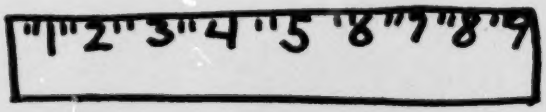
1. Begin at the top left-hand corner. With your metric ruler measure 3 centimeters to the right, then:
2. Draw a line 15 centimeters down.
3. Draw a line 2 centimeters to the left.
4. Draw a line 3 centimeters down.
5. Draw a line 8 centimeters to the right.

8. LISTEN VERY CAREFULLY NOW (Cont'd)

6. Draw a line 3 centimeters down.
7. Draw a line 3 centimeters to the right.
8. Draw a line 3 centimeters up.
9. Draw a line 5 centimeters to the right.
10. Draw a line 4 centimeters up.
11. Draw a line 2 centimeters to the left.
12. Draw a line 9 centimeters up.
13. Draw a line 4 centimeters to the right.
14. Draw a line 3 centimeters up.
15. Draw a line 1 centimeter to the right.
16. Draw a line 2 centimeters up.

You should now be back at the top of the paper, 1 cm to the left of the upper right-hand corner.

When you have given these directions, check the children's drawings with your copy to see that they are fairly accurate. It helps their accuracy to have them use lined paper.



9. STUDENTS CONDUCT A RESEARCH PROJECT

Have a group of children conduct a poll of the school or neighborhood workers. Some questions they might ask are:

1. How many times have you moved in the last year?
2. Have you ever moved because of your job?
3. How many times have you moved because of your work?

Another poll for the children to take might be:

1. Did you have to go to a special school to learn things about your job?

9. STUDENTS CONDUCT A RESEARCH PROJECT (Cont'd)

2. Did you go to college?

The children will want to tabulate the results and reach some conclusions based on their findings. With these findings, have the children make simple bar graphs. Let the children explain to classroom vistors how they conducted their survey and what the graphs show.

10. LET'S MEASURE THE HOUSE

Have your students be architects and measure the rooms on ACTIVITY PAGE 133. After they complete the activity discuss what might happen if architects did not know how to measure.

KEY

1. 5 cm x 4 cm	5. 2.75 cm x 2.75 cm
2. 5 cm x 3 cm	6. 1.75 cm x 2.75 cm
3. 4 cm x 3 cm	7. 4 cm x 2.75 cm
4. 6 cm x 3 cm	8. 1 cm

APPLICATION AND PROBLEM SOLVING

11. I SEE SOMEONE WHO MEASURES THINGS

Place pictures of all kinds of workers all the way around the room -- some high, some low. Have someone (you, the teacher, might be the best person, at least at first) be "It." That person says, "I see someone who uses a tape measure every day to measure boards," or "I see someone who counts up money." The first child to find a worker who does that particular thing, gets a point or gets to be "It." There may be several workers who do the same thing. If students do not guess the clue in three guesses, the person who is "It" gives another clue.

12. GIVE US ANOTHER CLUE!

To fill up a few extra minutes of math time, divide the room in two sections. Give clues about a job. Be sure to emphasize math skills. You might say, "I am thinking of a worker who has to measure things every day." (Allow 1 guess from each team.) Continue by saying, "I am thinking of a worker who must figure very carefully before buying supplies." (Allow 1 guess from each side again.) "This person cannot measure wrongly - especially windows." (Pause) "This person has a white apron with many different sized pockets." The round ends when one team guesses the worker. Keep a running tabulation to add a spark to the classroom.

13. WILL THAT DESK GO THROUGH THE DOOR?

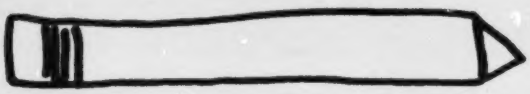
Have yard sticks (meter sticks) and a list of things to measure. Have the students determine if each of the things on the list can be moved through the door. You might have a couple of objects which are very close to the size of the door. Talk about how important it is to be able to measure correctly.

14. TEACHER, DO YOU USE MATH?

Have the children recall all the ways a teacher uses math. Think of lots of different jobs which need to be done by the teacher and try to determine if math skills are needed. Have the children go through the same process for other workers, such as:

1. Principal
2. Cook
3. Secretary
4. Truck driver
5. Telephone operator
6. Carpenter

Let the children make up story problems to fit these jobs.



15. AND HERE WE HAVE THE CUMBERLAND COUNTY MALL

Set up a mall in your classroom. You might have such shops as: a rock shop, a jewelry store, a music store, a book store, a florist shop, a shoe store, a puppet stage, a fixit shop, etc. Issue an equal amount of play money to each shop and each shopper. Each member of the class works in a shop. Some are managers, assistant managers and workers. Shoppers use their money to check out books, pay for their tennis shoes for gym, rent reading books and records for free time use, buy flowers (African violets, wandering Jew, philodendron) for gifts.

Activities might include these:

1. Select and polish stones.
2. Make jewelry.
3. Root and pot plants.
4. Write stories.
5. Alphabetize books.
6. Count and make change.
7. Write newspaper ads.
8. Write job applications.
9. Fill out sales slips.
10. Make a clock and tell time.

Credit #8

16. I THOUGHT IT WAS MUSICAL CHAIRS

Tape to the backs of chairs pictures with names of various workers needing special skills in math. Have one less chair than children. Play musical chairs but instead of eliminating someone, have the child without a chair choose a classmate and ask that person to name the worker in the picture on their chair and tell one way that person uses math. If the child can respond, he or she keeps in the circle but if the child cannot respond, that person changes places with "It." Some jobs you might use are:

1. Nurse (counts pills)
2. Carpenter (measures rooms)
3. Mail carrier (knows house numbers)
4. Secretary (counts lunch money)
5. Taxi driver (knows street and house numbers)
6. Painter (knows how much 1 liter of paint will cover)

16. I THOUGHT IT WAS MUSICAL CHAIRS (Cont'd)

7. Restaurant owner (figures amounts to charge)
8. Fisher (knows how to weigh fish)
9. Grocer (knows how to figure change)
10. Farmer (knows how much seed to buy)

17. A FARMER'S FAMILY NEEDS MATH

Have your students complete the story problems on ACTIVITY PAGE 135 to see some of the ways a family uses math in every day life.

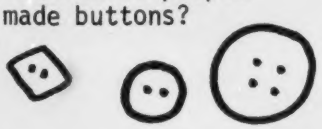
KEY

1. 240 meters
2. 21 liters
3. 4 cartons
4. 5 trips
5. 64 cents more
6. 3:55 or 5 minutes to 4:00
7. 10.5 km
8. 106 animals
9. 8 bales left
10. 26 cucumbers.

NUMBERS AND NUMERALS

18. SOME BUTTONS HERE, SOME BUTTONS THERE

Collect buttons from many sources. Have the children be button sorters. Give a handful of buttons to each child. Have the children sort out a certain color. Then have the children count the number and write that number on a piece of paper by the buttons. The inspector (teacher) will come along to see if the work has been done correctly. You can do many things with your buttons once you have collected them. The children might make three piles and add the numbers together. They might make designs and share them with classmates. The possibilities are unlimited. Talk about people who make buttons. What would happen if nobody made buttons?

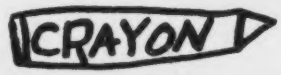


19. WORKERS USE TOOLS

After your students complete ACTIVITY PAGE 137 talk about the workers who use the tools and all the different ways they might use them. Have them use each helping word only once.

KEY

1. 10 - Teacher or Secretary
2. 1 - Painter
3. 6 - Baker
4. 3 - Janitor
5. 7 - Nurse
6. 2 - Secretary or Teacher



20. ADD THE VEHICLES

After your students complete ACTIVITY PAGE 139, talk about the people who drive the vehicles. How do these vehicles help the workers do their jobs? Are there any other workers on or in these vehicles besides the driver?

KEY

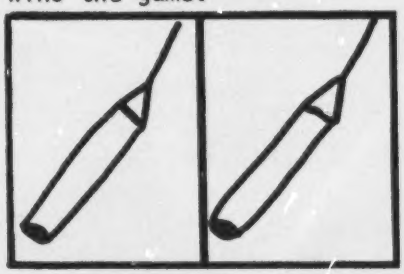
1. 3
2. 1
3. 4
4. 2

21. COUNT AND RECORD: COUNT AND RECORD

To begin learning bookkeeping skills as well as graphing, have the children count and record various daily activities. They might chart the number of girls and boys present each day; the number of chocolate and white milks chosen at lunch time; the number of people who come to the room; hot lunches vs. sack lunches. Make charts to show these numbers.

22. I'M REALLY GOOD AT OCCUPATION CONCENTRATION

Make picture pairs of tools or workers. Paste each one on a 3 x 2½ card. (Half of a 3 x 5 card.) There should be 15 or 20 pairs. Spread the cards out face down in a grid on the tables. Have the children pick up one card and say what it is. Then pick another card and say what it is. If the two cards are alike, the child keeps the cards and continues to play as long as each two cards match. If they are different, the child tells the other player what the cards are and puts them back on the table. The idea is to remember where specific cards are. The person with the most occupation cards when the cards are gone, wins the game.



23. HELP THE FARMER

Have your students help the farmer by completing the subtraction problems on ACTIVITY PAGE 141. Discuss what would happen if the farmer could not count, add, and subtract.

KEY

1. 10-3 = 7	2. 8-4 = 4
3. 9-2 = 7	4. 7-3 = 4

24. I DON'T WANT TO BE UNEMPLOYED

Use the same cards as in Occupation Concentration (See No. 22) except you will need one "Unemployed Card." Play the game the same way as Old Maid. A person selects a card from the cards of the person on his or her left. Go clock-wise around the circle. Pairs are laid face down as they are drawn. When all the pairs have been made, the person who is left with the "Unemployed" card, loses. Talk about unemployment and some of the ways you can prevent being unemployed. Also talk about the fact that some people are unemployed and cannot help it.

24. I DON'T WANT TO BE UNEMPLOYED (Cont'd)

Variation:

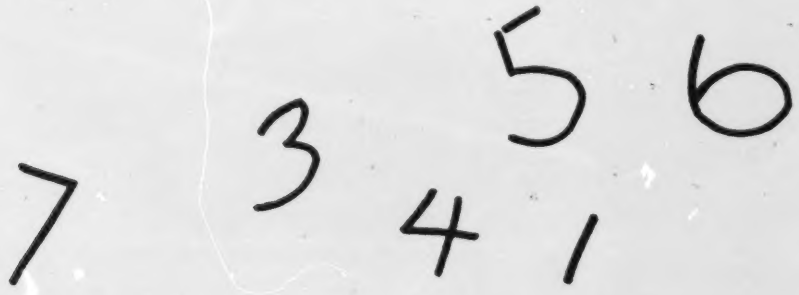
Keep score. Have each child count their pairs after each game and total the number of pairs after 3 games. The one with the most pairs will be the winner.

25. COUNT BY TWO'S

After your students complete ACTIVITY PAGE 143 talk about how counting by two helps count things faster.

26. WE DON'T NEED NUMBERS?

Ask the students to imagine what the world would be like without numbers. Include also what it would be like if we had numbers but did not know how to add or subtract. Cutting a pie into pieces so that each person in the family would have a part would be a real problem. Getting the right amount of lunch money would be impossible. Everyone will be grateful for numbers in a short time.

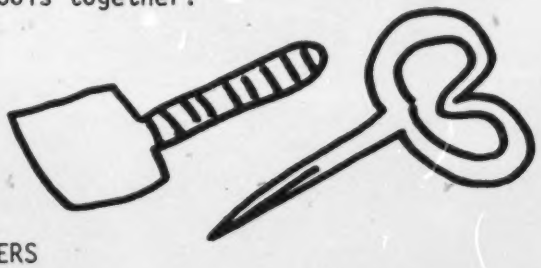


30. HOW MANY PEOPLE WORK AT OUR SCHOOL?

Make a list of all the workers in the school. Count and add together: all the teachers, all the administrators, all the kitchen helpers, and all the other school workers such as grounds keepers and maintenance people. Find out how many people only work part-time. Some students may be able to do research to find out how many students there are in each grade and find the total number of students in the whole school.

31. WHAT TOOL DO YOU NEED, SIR?

Set up a store for renting "tools of the trade." These may be real tools or pictures of tools. Allow students to draw the names of occupations from a hat. Each worker must then go to the store and rent the tools that are needed for that job. The worker then explains what the tools are and how they will be used. Have rental prices on the tools that are within the abilities of your students. They are to add the prices of the tools together.



32. BUT I DIDN'T GET AS MANY CRACKERS

To learn practical math skills, have the students role play a parent and three or four children. Ask the "parent" to divide an odd number of crackers among the "children." The parent must be ready to cope with any conflicts which may arise.

27. LET'S HAVE A RENT-A-TOY STORE

Assign duties to your students each week for which they will get "paid." Increase the pay each week or month to help your students learn the various monetary denominations. At the end of the week, ask each child to bring a toy from home to put in the "Rent-A-Toy Store." Allow your students to "rent" toys for an allotted amount of time with their "earnings."

28. THERE'S A BIG TURN COMING. TURN TO THE LEFT!

Have all the children pretend they are truck drivers. Sitting in their seats, have them turn the steering wheels in the direction the teacher tells them (right, left, straight). Make up a story as you go along to indicate some of the skills and problems a truck driver meets.

29. MANY, MANY WORKERS NEED GOOD MATH SKILLS

Have the children find pictures in magazines of people who use mathematics in their work. Mount these pictures on construction paper and make a bulletin board. Label the occupations represented.

33. 15 IS THE HIGH FOR TODAY

Have an outdoor celsius thermometer which is large enough for the children to see easily and on which the numbers are written clearly enough so the children can read them. Also construct another thermometer on posterboard. Make two arrows and write on one "high" and the other "low." Use the "low" arrow first thing in the morning to mark the temperature. From time to time during the day check the real thermometer to see what the temperature is. Then pin the "high" arrow at that point. Take care on days when there is little temperature change or when the high might be first thing in the morning. You may want the children to find the differences in temperatures, keep a chart and make graphs. What workers are very concerned about temperature? About temperature changes?

34. WHICH WORKER IS FIFTH FROM THE LEFT?

Line up in a row pictures of workers who need math. Ask a student to name the first worker from the right, or the third worker from the left. You might then have the child explain how that worker makes life better for everyone, or what other workers work with that person. Vary questions you ask to keep the activity interesting.

Think of other ways to practice ordinal numbers. You might ask:

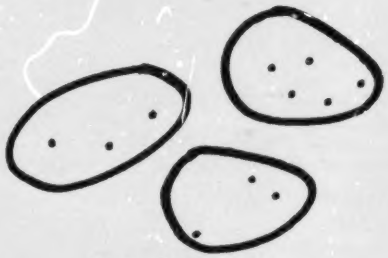
1. In what position is the postal worker?
2. Exchange the first and third workers.
3. How would the fourth worker help the third worker?
4. If you had a broken window, which worker would you call to help you?

35. I NEED THREE DOZEN EGGS, PLEASE

Set up a grocery store in your room. You will need at least a cashier, manager, meat cutter, produce manager, dairy manager, and a sacker. Have the children bring from home empty containers, cartons, boxes,

35. I NEED THREE DOZEN EGGS, PLEASE (Cont'd)

and cans from grocery items. Make paper money to use in your store. Provide opportunities for children to assume different roles in the store. You might allow the students to earn money to shop with in different ways during the day.



36. I THINK I WILL HAVE A CHEESEBURGER

Get a menu from a local restaurant. Have the children choose a meal. It might be a hamburger, a milkshake and french fries. Have them add up the total amount. Using play money, have a friend be the worker and make change for $2.00, for $5.00, for $10.00 and for $20.00. The buyer should be able to pay the correct amount also. Then have the children take someone else's bill and pay for it with the correct amount. Form groups of five children and have them find the total amount for the five. Again use play money to make change.

37. ALL WORKERS NEED BASIC SKILLS

Have the students dramatize a grocery store situation where some students who are workers know the skills needed and some students make mistakes because they do not know the basic skills. Discussion follows which allows the children to relate how math, reading, or other skills are important. Public relations may also be included.

38. I CAUGHT NINE FISH TODAY

Make pictures of fish of all kinds. Have a number indicating their weight on each of 20 fish. Have the children be fishers. Some activities to do are:

1. Find four fish that weigh a total of 20 pounds.
2. Choose four fish and find their total weight.
3. Find all fish who weigh an even number of pounds.
4. Find all the fish which weigh an odd number of pounds.
5. Choose four fish, find their total weight, and then find their average weights.
6. Add the weights of nine fish.
7. Find the largest fish and then find the smallest fish. What is the difference in their weights.

39. PEOPLE TRAVEL FOR DIFFERENT REASONS

Collect travel folders dealing with many different places and modes of travel. After examining the brochures, discuss where, when, how, and why people travel. Compare the differences in costs according to the means of transportation and the distance traveled.

40. A LONG TIME AGO THERE WERE SOME PIONEERS

When your class is studying pioneers, pretend a pioneer village has been built in your room. (You might want to actually do some of these activities).

1. Have one group be homemakers and find a soup recipe. Talk about amounts and measuring in order to make enough soup for 30 hungry pioneers.
2. Have another group be weavers and figure out amounts of yarn as well as to plan the patterns to be used.

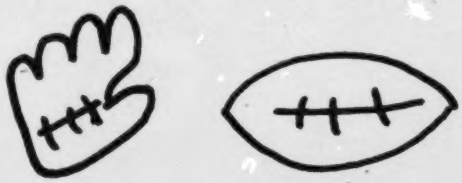
40. A LONG TIME AGO THERE WERE SOME PIONEERS (Cont'd)

3. Another group could be candlemakers. They can figure ingredients, amounts needed, and costs for materials.
4. Still another group might be fence builders and figure numbers of rails and posts needed for a protective fence around the pioneer house.

FUNCTIONS

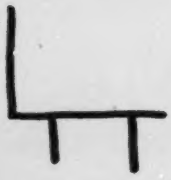
41. HOW DO I USE MY MONEY?

Ask your students to make a list of all the ways they, themselves, use money. Have them ask their parents to make a short list of the ways in which parents use money. Compare the two lists and ask your students to decide which items are needed for survival and which ones they could do without, if necessary. Discuss the differences in their spending and their parents' spending.



42. IS OAK STREET THIS WAY?

Put chairs back-to-back in rows. On masking tape, put the name of streets in each aisle. Assign each child a number (house number). Have children practice giving directions to a particular house number on a particular street. Talk about all the people who need to know how to follow directions in order to do their jobs. (e.g., postal workers, mail carriers, milk deliverers, garbage collectors, furniture delivery persons, etc.)



MATHEMATICAL OPERATIONS

43. CARPENTERS POUND NAILS AND THAT'S FUN

Have simple mathematical practice procedures you want your students to know at each rung on an 8-rung ladder. When a student can correctly give the answers at all 8 rungs, they become proficient carpenters and are allowed to pound a nail into a board. There are variations you can add, such as measuring lengths of each rung, counting numbers of objects at each rung, counting money amounts at each rung, etc.

44. LET'S HAVE HAMBURGERS AND FRENCH FRIES

Have the children help you plan a well-balanced meal. Write out a list of items you will need from the grocery store. Have one child go to the store and find the costs for the items. Figure how much dinner will cost for a family of six. How much will the cost be for one person? Compare this figure to the cost of the same foods at a nearby restaurant.

NUMBER SENTENCES

45. THERE ARE SEVEN TABLES IN OUR ROOM

Talk about store inventories and about the people who take these inventories. Make a list of things in the classroom for the children to inventory. Have them write sentences to explain what they found. These are suggessted things to count and make sentences about:

1. Tables
2. Chairs
3. Bookcases
4. Globes
5. Animals
6. Fish
7. Plants
8. Dictionaries
9. Lights
10. Girls
11. Boys
12. Adults

PROBABILITY AND STATISTICS

46. DOES THAT JOB HAVE MATH TOO?

To increase an awareness of the importance for knowing math skills, decide about each child's parents' jobs (those around the house as well) to determine if they use math. It will be surprising to the children to see the number who do use math every day. You might make a chart to show the difference.

47. OUR CHART SHOWS 25 WHO PROVIDE SERVICES

Talk about people who produce goods (manufacturers, farmers, bakers, etc.) and people who provide services (repair persons, people who give advice, and those who assist). Let the children tell what occupations their parents have. Then decide if they provide goods or services. Make a chart showing the totals. Be sure to include parents even if they do not have paying jobs. You might want to do a survey of the parents of children in another room to compare the findings.

Services

ACTIVITY PAGE

STACEY NEEDS TO KNOW HOW TO TELL TIME

STACEY COMES TO WORK AT_____O'CLOCK.

STACEY MAKES PHONE CALLS AT_____O'CLOCK.

STACEY HAS A COFFEE BREAK AT_____O'CLOCK.

STACEY TYPES LETTERS AT_____O'CLOCK.

STACEY EATS LUNCH AT_____O'CLOCK.

STACEY COMES BACK FROM LUNCH AT_____O'CLOCK.

STACEY MEETS WITH THE BOSS AT_____O'CLOCK.

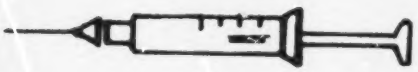
STACEY GOES TO BUY PAPER AT_____O'CLOCK.

STACEY GOES HOME AT_____O'CLOCK.

ACTIVITY PAGE

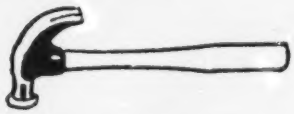
MEASURE THE LENGTH OF THESE TOOLS. CIRCLE THE RIGHT ANSWER.

1.



4 cm
6 cm
8 cm

2.



4 cm
6 cm
8 cm

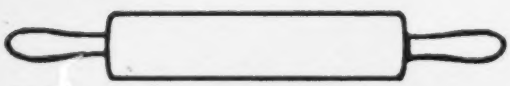
3.

6 cm
8 cm
10 cm

4.

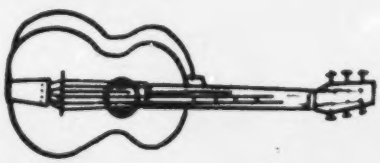
1 cm
3.5 cm
9 cm

5.



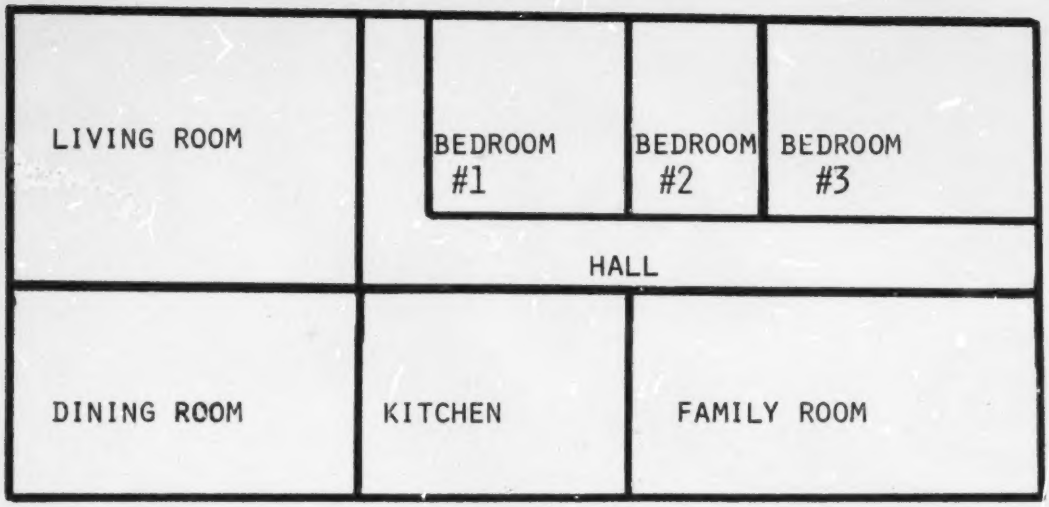
3 cm
7.25 cm
9 cm

6.



3.5 cm
4 cm
5.5 cm

ACTIVITY PAGE



BE ARCHITECTS. MEASURE THESE ROOMS USING A CENTIMETER RULER.

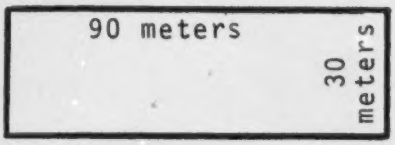
1. THE LIVING ROOM IS _____ BY _____cm
2. THE DINING ROOM IS _____BY _____cm
3. THE KITCHEN IS _____ BY _____cm
4. THE FAMILY ROOM IS _____ BY _____cm
5. BEDROOM #1 IS _____ BY _____cm
6. BEDROOM #2 IS _____ BY _____cm
7. BEDROOM #3 IS _____ BY _____cm
8. THE HALL IS _____cm WIDE

ACTIVITY PAGE

THE FARMER'S FAMILY NEEDS MATH

DIRECTIONS: Do these examples to see some of the ways the Edwards family uses math each day.

1. Mr. Edwards needs to build a new fence. The lot he wants to fence looks like this:



How many meters is it around the lot? _____ meters

2. If a cow gives 7 liters of milk a day, how much will she give in 3 days? _____ liters

3. If Mrs. Edwards' chickens lay 48 eggs, how many cartons which hold one dozen eggs will be needed for the eggs? _____ cartons

4. Mr. Edwards brought 25 boxes of apples in from the orchard. Each time he made a trip he brought 5 boxes. How many trips did he make? _____ trips

5. Mr. Edwards bought two bags of feed for the rabbits. One bag cost $2.49. The other bag cost $1.85. How much more did one bag cost than the other? _____

6. Nancy Edwards is making muffins that have to be baked 20 minutes. If she puts them in the oven at 25 minutes to 4, when should she take them out? _____

7. To get to the field, Mr. Edwards must drive his tractor 1.6 kilometers. In the field, he drives 7.3 kilometers. Then he drives 1.6 kilometers home. How far did Mr. Edwards drive his tractor that day? _____ km

8. Joel Edwards has 52 sheep and Martha Edwards has 54 goats. How many animals do they have together? _____ animals

9. There were 17 bales of hay in the barn. Nine were given to the horses. How many are left? _____ bales

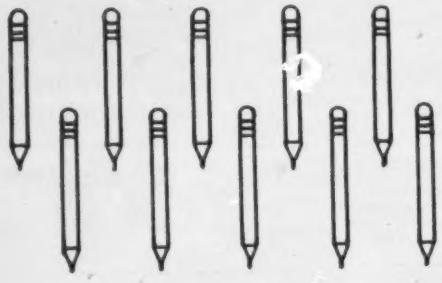
10. Little Benny Edwards had two cucumber vines. On one vine he found seventeen cucumbers and on the other he found nine cucumbers. How many cucumbers did he bring in that day? _____ cucumbers

ACTIVITY PAGE

FILL IN THE BLANKS. THESE WORDS WILL HELP YOU FILL IN THE SECOND BLANK IN EACH PICTURE:

TEACHER	BAKER	JANITOR
PAINTER	NURSE	SECRETARY

1.



THERE ARE_____PENCILS.

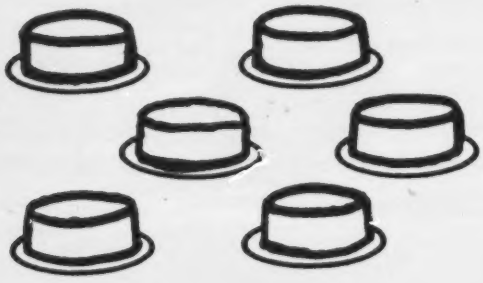
A_____USES PENCILS.

2.

THERE IS_____BRUSH.

A_____USES A PAINT BRUSH.

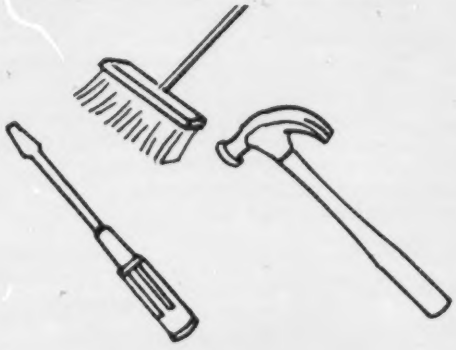
3.



THERE ARE_____CAKES.

A_____MAKES CAKES.

4.



THERE ARE_____TOOLS.

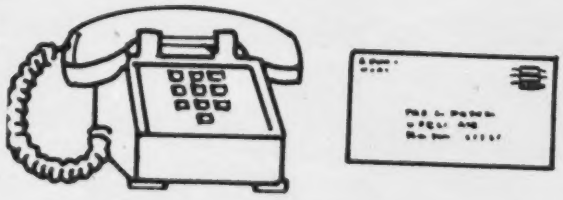
A_____USES THESE TOOLS.

5.

THERE ARE_____PILLS.

A_____GIVES PILLS TO PATENTS.

6.



THERE ARE_____TOOLS.

A_____USES THESE TOOLS.

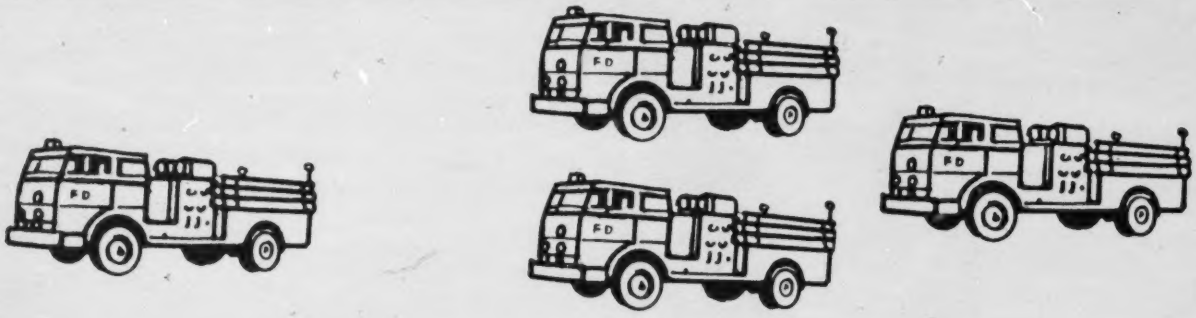
ACTIVITY PAGE

1.

2 + 1 = ____

2.

1 + 0 = ____

3. 

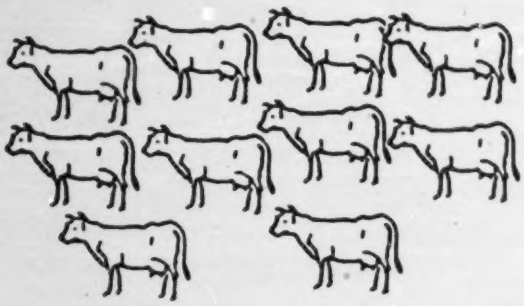
1 + 3 = ____

4.

1 + 1 = ____

ACTIVITY PAGE

HELP THE FARMER WITH THESE PROBLEMS.

1. 

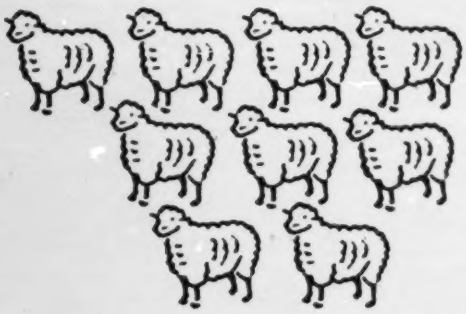
THERE ARE_____COWS. IF THE FARMER SOLD 3 OF THEM. HOW MANY WOULD BE LEFT?

_____-3=_____

2.

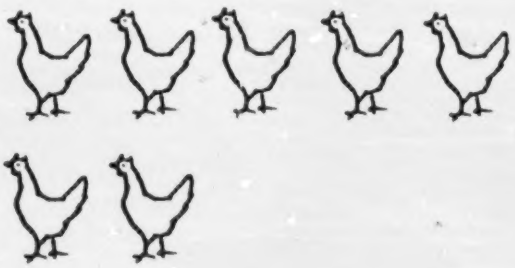
SUE HAS_____BASKETS OF APPLES SHE SOLD 4 BASKETS. HOW MANY DOES SHE HAVE LEFT?

_____-4=_____

3. 

_____SHEEP WERE GRAZING IN THE FIELD. TWO GOT LOST. HOW MANY ARE LEFT?

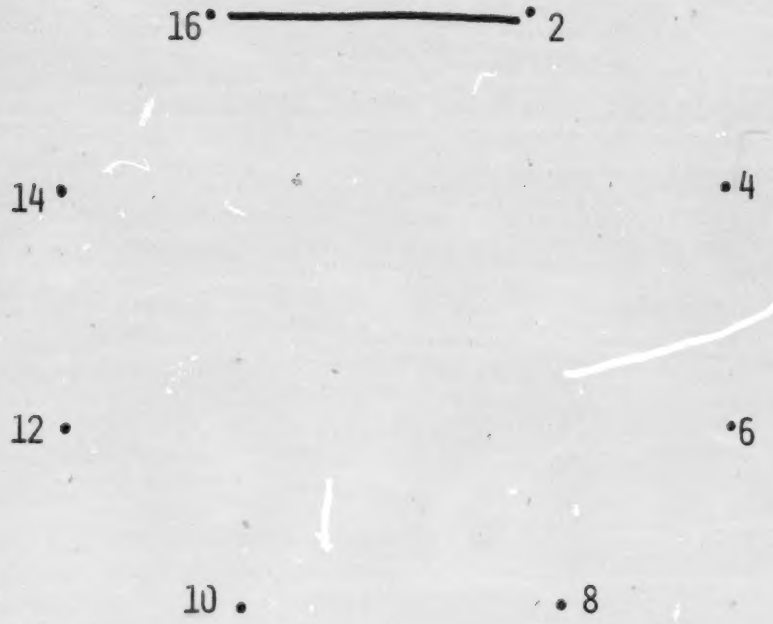
_____-2=_____

4. 

THE CHICKENS EACH LAID 1 EGG. THREE GOT BROKEN. HOW MANY GOOD ONES WERE LEFT?

_____-3=_____

ACTIVITY PAGE



COUNT BY 2'S AND CONNECT THE DOTS TO FINISH THE PUZZLE. THIS IS A SIGN YOU SHOULD KNOW. WRITE THE WORD THAT BELONGS ON THE SIGN.

MATH
SPRINGBOARD NO. 25

SCIENCE
SPRINGBOARDS

LIFE

1. THIS IS BUSTER THE PARAKEET

   Hold a "Pet Day" when the students bring their pets to school. Have a parade and then a pet show. One at a time, the children will introduce their pets, tell where they got their pets, the care needed by the pet, tricks the pet can do, and anything else that is special about the animal. Animals sometimes need extra care by specially trained people. Who are these people? What jobs could people have where they could be with animals all day long? (e.g., horse trainer, veterinarian, zoo keeper, scientist who experiments with animals, chicken grower, turkey grower, kennel keeper, etc.)

2. WATCH IT GROW

   Using a very clean sponge, saturate it with water. Sprinkle grass seeds on the sponge and press to dampen the seeds. Set in a warm sunny spot and keep the sponge damp at all times. Watch the seeds sprout and grow. What kinds of people need to know about growing conditions in their jobs?

3. FARM OBJECTS

Guide your students through a discussion on how farmers need and use each of the items shown in the pictures on ACTIVITY PAGE 165. (e.g.,)

1. Shovel - dig dirt
2. Tractor - pull equipment, haul things
3. Train - transport grain
4. River - for irregation

4. THE WHOLE FOREST IS SICK

The children may dramatize this situation: All the animals and birds in the forest are sick. Something must be done to discover the reason. What scientists will need to be called in to find out about their illnesses? The children will need to do research in order to find out what these people do. Some suggested specialists might include: fish culturist, veterinarian, water tester, botanist, apiarist, biologist, forest ranger, climatologist, and wildlife specialist.

5. FARM TOOLS AND PRODUCTS

Pictured on ACTIVITY PAGE 167 are tools and products of the farm. Have the children talk about and circle all the things associated with the farm. They should not circle:

1. Giraffe
2. Lion
3. Bus
4. Seal

6. OH THERE'S A CRACK - I SEE IT!

Learn about hatcheries by hatching, in an incubator in the classroom, several different kinds of fowl (chickens, ducks, turkeys, quail and guinea). Learn all about hatchery workers by making a list of all their duties. Talk about what they need to know in order to have the eggs hatch well and then have the fowl grow into feathered friends. Hold a discussion revolving around the life cycle of the chicken and the people involved in the process. How do the chicks get from the hatchery to the farm? Who delivers feed to the farms for the chickens? Who transports the grown fowl to be butchered? Who packages the butchered chickens? How do the packaged chickens get to the stores?

7. NAME FARM PRODUCTS AND MORE FARM PRODUCTS

As a total group project, make a list of farm products. This will be a long list. Encourage the children to think of unusual products such as honey, sorghum, Christmas trees, as well as the common ones such as milk, eggs, corn, meat. Keep your list growing. The children will think of other products from time to time. Fill up a farm wagon or truck outline with names of products.

8. ANIMAL DOCTORS AND ZOO KEEPERS HAVE MANY OF THE SAME DUTIES

Have the students think about the times they have been around animals, such as seeing animals at the farm, feeding their pets, learning about the death of a pet, seeing the animals at the circus, or watching zoo animals play or sleep. What are some of the careers which are animal-related? What are some of the activities these people perform? Which children want to work with animals? Which do not? What kinds of decisions does a person who takes care of animals have to make?

9. GOOD SOIL IS NEEDED BY FARMERS

Plant seeds in various kinds of soil. Number the pots. Place them in sunlight, water them weekly. Keep a chart to compare the growth. After several months discuss why some of the plants grew better than others. What could have been done to help the plants grow better? What do vegetable and crop farmers do to poor soil to make their plants grow better? Can you think of any other people who need to do things to the soil to make their products grow better? (e.g., nursery workers, landscapers, florists, etc.)

10. YOU MUST HAVE BALANCE IN A TERRARIUM

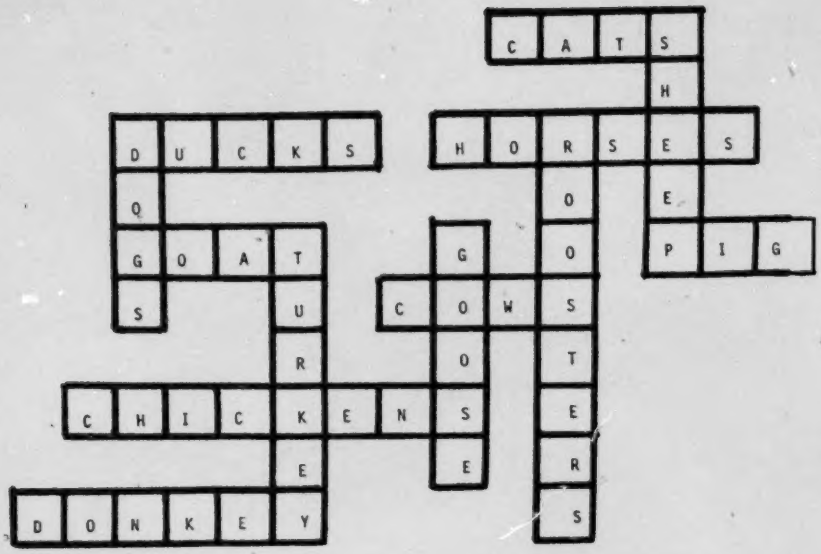
Have the children be scientists and plant a terrarium. Ask the workers in the cafeteria to save large jars for you. You might invite a plant grower to come and assist. Be sure to have the children discuss job characteristics of plant growers, their likes and dislikes of the job, and how it is important for plant growers to learn about scientific things such as soil, water, weather, and seeds.

11. ANIMALS ON THE FARM

Make two lists of animals - farm animals and forest animals. Talk about the people who use farm animals. Why is it that we do not use more forest animals? What people use farm animals? Do the puzzle (ACTIVITY PAGE 169) by putting the names of farm animals in the blanks.

11. ANIMALS ON THE FARM (Cont'd)

KEY



12. WHAT! NO GROCERY STORES!

Set this scene for the children. Suppose there suddenly were no grocery stores and no farms. What would your family do? How would your father's job change? How would your family live differently? What are the changes your mother would have to make? How would your family change the way it spends money? Just what would you do?

13. ARE THOSE THINGS GOOD TO DRINK?

Look at some clean water under a microscope. Then look at some stagnant water. Be sure you get water that has a lot of exciting organisms swimming around. Stress to the students why they should not drink water which they are not sure is pure.

13. ARE THOSE THINGS GOOD TO DRINK? (Cont'd)

You might filter the stagnant water and look again. Let the children decide why the small swimming organisms are still in the water. Talk about what happens at the city water plant and who works there. If you live in a small town you might be able to trace your water from the lake where it is stored, to the water plant, to the towers, and finally to your school.

14. THAT'S AN APPLE PEELER?

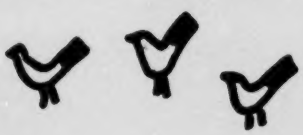
Visit a farm or have the farmer visit your classroom. Have the farmer show or tell how farming has changed in the last forty or fifty years. If you can find tools that were once used on the farm, show them and discuss how the replacements are more efficient.

15. I HAD EGGS FOR BREAKFAST

Ask the children to remember what they had for breakfast. As items are named, form groups of two or three children to think of all the workers who had a part in getting the product to the home.

16. LET'S GO ON AN OBSERVATION WALK

Go for a walk in a park or around your block. Assign some children to be game wardens and have them count and remember the animals and birds they see. Have some children be botantists and count flowers while another group will count the trees. Assign still another group to be entomologists who will observe insects, and another group to be geologists and discover the different kinds of rock.

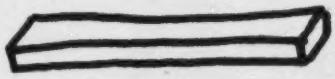


17. YOU MEAN THIS GREW ONCE

Have pieces of fabric - cotton, wool, silk and rubber in one box. In another box have pieces of man-made fibres such as orlon, nylon, dacron and polyester. Have the children discover how the two boxes are alike and how they are different. Talk about how the fabrics in the first box were made from materials which were living plants or animals at one time, while the man-made fibres were never living. Discuss the different workers and processes needed in manufacturing each group. Be sure to point out the influence of scientists in inventing materials for our clothing.

18. BUILDING MATERIALS

Talk about the different materials used for building. Have the children find out such things as where lumber comes from, how it gets to the lumber yard, what people depend on the lumber dealer, and what jobs people have who work at the lumber yard. Go further and talk about people who work in the forests, the mills, the reforesting programs, waste wood materials production, paper production, etc. Do the same with brick, concrete, steel, plaster, etc. Perhaps, in class, you can mix some concrete and plaster. Discuss the advantages and disadvantages of each type of material.



19. COULD YOU BE AN ORANGE GROWER WHERE IT SNOWS?

Talk about what the weather is like in your area in each season. Let one of your students who has lived somewhere in a different climate tell how the weather was different there. (You might invite a student from another class to come and share.) Let the children talk about seasonal jobs; discover which jobs are not suitable in some seasons while other jobs are only available then. Compare the two areas. Let the children decide which place they prefer and why.

20. LET'S DO AN EXPERIMENT

Have the children plant bulbs or seeds in 4 different sized pots. Place two pots on a sunny shelf and water one twice a week. Do not water the other. At the same time, set two pots in total darkness for a few weeks. Water one pot twice a week but do not water the other. The children will discover reasons why plants need sunshine and water to grow. Keep a florist's log each day as to how the plants progress. Compare pot size, bloom size, temperature, water, sun, and days of waiting. With the children, list some of the things a florist needs to know about money, the seasons, planting techniques, supply and demand, etc.

21. LET ME SMELL THAT AGAIN

Set up a peanut butter manufacturing center. Let the children form an assembly line system and follow these steps:

1. Shell the peanuts.
2. Take the brown skins off the shelled peanuts.
3. Wash the shelled peanuts.
4. Grind the peanuts in a blender.
5. Add oil, honey, and salt.
6. Remove peanuts from blender.
7. Place in container.

Talk about the classroom peanut butter plant compared to those in the actual peanut butter factories. How would the workers' jobs be different? How have inventions made work easier?

22. SCIENCE OCCUPATIONS

Many workers have jobs taking care of the living things around us. Using ACTIVITY PAGE 171, talk about the jobs listed. Then write the occupations into the blanks next to the job descriptions.

22. SCIENCE OCCUPATIONS (Cont'd)

KEY

1. Doctors
2. Dentists
3. Farmers
4. Sea divers
5. Landscapers
6. Inventors
7. Zoo keepers

HUMANS

23. THAT LEG GOES HERE

Take, from magazines, pictures of people. Cut apart the legs, the arms, the head, and the trunk from several different bodies. Give one body piece to each child and have the class as a group reassemble the bodies. Make sure they have the right pieces on the right bodies. How are people dependent upon their body parts to get work done? How are people dependent upon each other to get work done?

24. NOW THAT SOUND REALLY BOTHERS ME!

During rest time have the students listen for the many different sounds they hear. They should listen for inside noises as well as outside noises. Have them try to identify the sounds specifically, such as a big truck, a lady's voice, or the classroom radiator.

You might then have a tape recording of various sounds. Be sure to have some very loud harsh sounds as well as some very pleasant ones. Talk about methods people use to cut down on noises such as mufflers for cars and trucks. You can also discuss how loud noises bother some people but do not bother others.

25. MY MOTHER IS A HOME ENVIRONMENT SPECIALIST

Have a mother come to visit the classroom to talk about all the tools and materials she uses to take care of the home environment. Have her tell which parts of being a homemaker she likes and which parts she dislikes. Ask her questions such as these:

1. What do you do to control heat and the loss of it?
2. What do you do to prevent disease?
3. What conveniences save you time and energy?
4. What new ways or products have scientists discovered to help you care for your home?
5. How do you help care for the environment outside the home?

26. THAT LEAVES ME OUT

Ask all the children to stand up. Begin eliminating by asking all children who do not have brown hair to sit. Then have children with blue eyes sit down. Then those with green eyes or hazel eyes are to be seated. The children still standing would be those with brown eyes and brown hair. Ask how these children are alike; then ask if they are exactly alike. Elimination is a method used to classify people and things. Why do we need to classify things? What kinds of people need to know how to classify? (e.g., scientist, laboratory technicians, etc.)

27. WELL, WE HAVE FIVE POUNDS TODAY

Weight the waste paper can when it is empty. Then weigh it at the end of each day for a month. Subtract the difference. Keep a daily chart. At the end of the month add the amounts together. Point out that this is just one classroom. Ask the janitor or garbage collector how much garbage is taken away from the school each week. What is being done to recycle used products? You might find the local recycling center and have a class project to take all the paper from the school. The local recycling manager would probably be very willing to come to your class to talk about items they can collect for recycling.

28. BE SURE TO HAVE A BALANCED MEAL

Have the children be nutrition experts and make posters of balanced diets using pictures of food in magazines. They should do breakfasts, lunches, and dinners. You might write to the National Dairy Council for free materials. Have your class make a list of all the people who are involved in making and preparing foods. Where do these people work? (e.g., restaurants, hospitals, day care centers, schools, homes for the aged, etc.)

29. CLASSIFYING FAMILIES

Have the children draw pictures of their families. Ask for the two-people families to stand. Count them, record the number. Have the three-people families stand and follow the same procedure. When all families have been tabulated make a graph and show how to record these numbers. Discuss how and why a scientist must be an accurate record keeper.

30. DOES YOUR ROOM NEED SOME POLLUTION CONTROL?

Show pictures of things children can do at home and at school to improve the environment. They can hang up their clothes, pick up trash and put it in the waste can, keep stairways clear, grow plants, take care of pets and take good care of the things they use. Discuss with the children how everyone must constantly work to keep the environment in good condition. What jobs are designed specifically to control the environment (e.g., garbage collectors, flood controllers, soil testers, pest controllers, etc.)?

31. DESCRIBING ACCURATELY IS A SCIENTIFIC SKILL

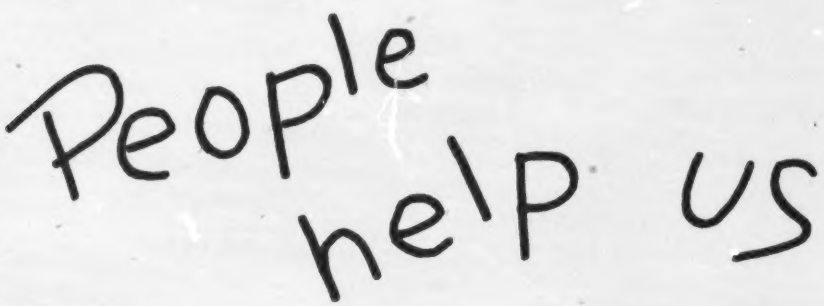
Let three or four children leave the room at one time. Have one child describe to the rest of the children characteristics of one of the children gone. Help the describer make accurate statements. Talk about how important it is for scientists to make correct observations.

32. I AM HEALTHY AND I WANT TO THANK THESE PEOPLE

Ask the children to name all the workers they know who keep them healthy. List these people on the chalkboard. Be sure to think of those indirectly involved such as pest control people, nutrition specialists, food inspectors, etc.

33. PEOPLE HELP US

Use ACTIVITY PAGE 173 for class discussion about people in jobs which provide services. It is possible to have more than two correct answers, especially for "jobs which help us look good."



MOTION/REST

34. FARM MACHINES ARE EVERYWHERE

Discuss and list as many farm tools and machines as you can that would be found on a farm.

35. MY TOWER IS REALLY TALL

Provide a box of blocks, tinker toys, and erector toys for the children and have them see who can be the "Engineer of the Day" and build the tallest tower. Discuss the force of gravity on an off-balance tower.

36. WORKER'S HELPER (DOT TO DOT)

Using ACTIVITY PAGE 175, connect the dots to find a community worker's helper. How does this helper make the worker's job easier?

37. A DOT TO DOT MEANS OF TRANSPORTATION

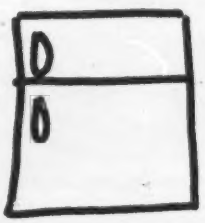
Connect the dots to find a means of transportation. (ACTIVITY PAGE 177.) How many have ridden in an airplane? For what are airplanes used? Why are different sized airplanes used? What kind of training do their pilots need?

38. BUILDING A WHAT-CHA-MA-CALL-IT

To illustrate interdependence of workers, first have one child perform an activity such as moving one hand up and down. That child calls a second child who places one hand on the first child and does a different action with an arm and leg. One at a time, the children are called and add themselves to the What-cha-ma-call-it machine.

39. THAT IS REALLY HEAVY

Let the children do an experiment. Have them try to lift, push or pull heavy loads. Be careful so nobody gets hurt. When they are convinced how difficult it would be to move the object, let them try moving the same object with simple machines such as pulleys, levers, screws, wheels, axles, wedges and/or inclined planes. What workers have machines to help them do their work? You might then talk about heavy equipment, computers, and airplanes which make working a lot faster and easier.



MATTER/ATOMS

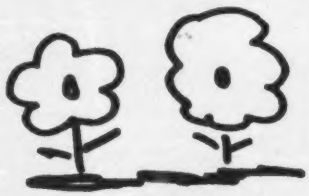
40. FIREFIGHTERS ARE SCIENTISTS

Visit the fire station. Have the guide explain how science helps them do a better job, including types of chemicals which put out the fire best, different kinds of fires, explosions, and problems of different kinds, such as weather influencing the rate at which a fire will burn.

41. WATER IN THE AIR - I DON'T SEE IT!

Allow the children to wet sponges and wipe the chalkboard. Watch the wet spots disappear. Where does the water go? Leave a shallow dish of water over the room heater or in the sun. Where does the water go? When you hang up a wet bathing suit and find when you come back it is dry, where has the water gone? Why does glue dry faster when you blow on it?

What workers need to know all about humidity and evaporation? (e.g., the painter, the cement pourer, plant growers, weather forecasters, etc.)



LIGHT

42. LIGHTS, CAMERA, ACTION!

What workers need to know all about lights and lighting systems (stage people, photographers, TV camera people, builders, airport runway light contractors, beacon makers, neon sign makers). What do they need to know? Why?

43. WHEN I WAS A LITTLE CHILD

Tell the children about "the good old days" when you were a primary student. Point out how you did not have all the inventions we have today. Scientists have been working many years to make things better. Be sure to talk about when there was no TV and how really unbelievable it is that pictures and sound can travel through the air. Have the children try to think what scientists are probably inventing right now. What will they invent in the future? Discuss what our world would be like without scientists.

44. THE RAIN CHANGED TO SNOW!

At the same time each day, make a weather check. Decide if it is mostly sunny, cloudy, partly cloudy, raining, or snowing. Give each student a calendar (see ACTIVITY PAGE 179) on which to record the weather. At the end of the month count the number of days of each type of weather. It might be fun to have different groups make their recordings at various times of the day. Compare the different recordings.

45. STUDY WEATHER IN A TERRARIUM

Build controlled atmosphere terrariums so the students will be able to observe actual weather conditions taking place. People sometimes have to work in very hot places or very cold places. Who are these people? What do they do?

46. HEAT IS ON THE MOVE

Place two candles of different heights about 1 or 2 inches apart. Light the short candle. The heat travels through the air so that it melts or softens the wax on the side of the unlit candle.

Using the lighted candle, drip wax along a pencil and on a nail or knitting needle and let the wax harden. Now light the candle and hold the end of the pencil over the flame. Notice how the wax does not melt. Now hold the end of the nail or knitting needle over the flame and see how fast the wax melts.

Some workers need to know about heat and how it travels. Discuss why furnace installers, air conditioner manufacturers, oven designers, roofing manufacturers, greenhouse owners, metal testers, etc. need to know this.

47. UP, UP AND AWAY

Be weather researchers and send up wind balloons. Attach securely a post card telling about your project and asking the finder to return to the students the self-addressed post card. The post card should contain this information:

WEATHER BALLOON
Sponsored by 3rd Graders
Jefferson School
Charleston, Illinois 61920

DATE SENT: _____ TIME SENT: _____

SENT BY: _____

FOUND BY: _____

IN WHAT KIND OF PLACE: _____

NEAR WHAT TOWN: _____

DATE: _____ TIME: _____

COMMENTS:

When cards are returned, place big headed pins on a map to show where the balloons were found. As weather researchers, figure distances and make charts.

Credit #13

EARTH/SPACE

48. I THINK I'D LIKE TO BE A MARTIAN

Take a field trip to the planetarium (if possible) or have the students try to imagine what outer space is like. What jobs dealing with outer space are there? Help the students think of jobs such as astronauts and all the related jobs, astronomers, astrologists, scientists, etc.

48. I THINK I'D LIKE TO BE A MARTIAN (Cont'd)

which must be concerned with the outer environment.

49. STATIC ELECTRICITY IS FUN

Rub blown-up balloons across a wool sweater and watch the balloons stick to the sweater or even the wall. On a cold day have a child comb a friend's hair and then hold the comb over the combed hair. Watch the hair stand on end. Turn out the lights and shuffle your feet across a nylon carpet. Then watch the sparks fly when you touch a door handle or another person. Feel the tingle of electricity when you pull two nylon articles apart after you take them from the clothes dryer. What workers must fight static electricity? What workers are involved with producing helpful kinds of electricity?

50. INCLINED PLANES SAVE WORK

Is it easier to climb straight up a hill or to go back and forth around the hill to the top? Is it easier for a delivery person to move a refrigerator up a ramp or straight up steep stairs? Have the children think of all the times they used inclined planes in a day. (riding their bicycles up driveways to get on the sidewalks, pulling a wagon, using a diving board, climbing stairs, etc.) Inclined planes make work easier. Workers use inclined planes in their jobs -- How do painters use them? How do movers use them? Have you ever seen a van full of new cars? How do the cars get off the van? How does a carpenter use an inclined plane?

ELECTROMAGNETISM

51. NOW THAT SHOULD TICK

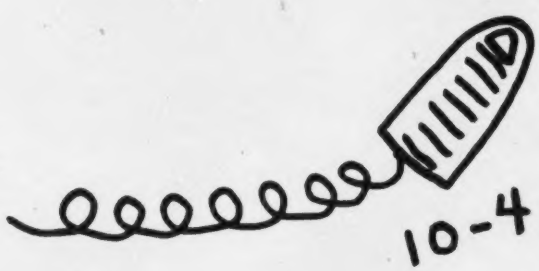
Be metal testers. Give the children magnets. Have them find which objects in the room have iron in them. Make two lists. One list of "Items Which Attract" and "Items Which Do Not Attract." Workers need to know about magnets. What workers do you know who need to know about magnets?

SOUND

52. CAN YOU HEAR THE RADIO IN A CLOSET?

Talk about radios and how sound waves are everywhere. Many people use radios in their jobs. Ask the children to think of these workers (e.g., taxi drivers, police officers, traffic directors, pilots, etc.).

Take a transistor radio. Put it under a waste basket. Can you still hear the sounds? Put it inside a plastic bag, in a cupboard. Can you stop sound waves?



53. I HAVE THE AUTO MECHANIC'S SET

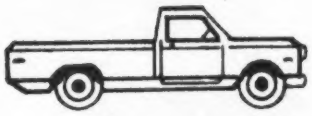
A picture of a worker as well as several pictures of that worker's tools become one "set." Give each child a "set." For example, one set might include pictures of: a nurse, a bottle of pills, a thermometer, a hypodermic needle. Pictures in another set might include: a florist, some flowers, wire cutters, tape, and water.

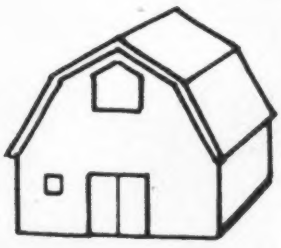
Select one child to be "It." "It" goes out of the room and the rest of the class selects one person to put one tool on the desk. "It" comes back in and has all the children "show your workers." "It" tries to select which worker uses the tool. Since several workers might use the same tool, "It" has 3 chances. If "It" selects a worker who would not use that tool, "It" loses and becomes a worker.

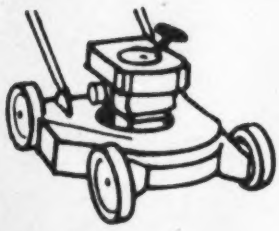
ACTIVITY PAGE

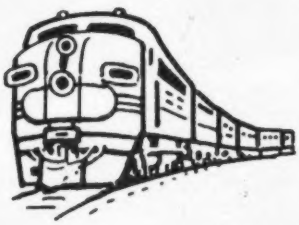
FARM OBJECTS

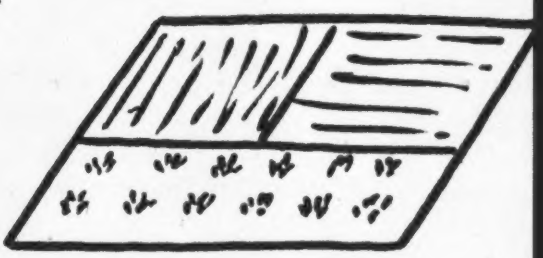
DO YOU KNOW HOW FARMERS NEED AND USE EACH OF THE THINGS IN THESE PICTURES?









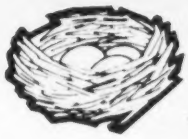


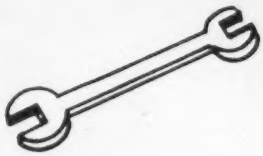
SOIL

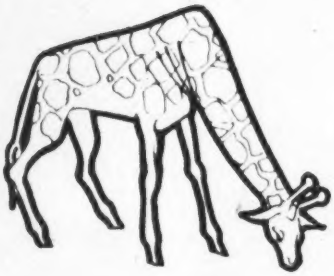
ACTIVITY PAGE

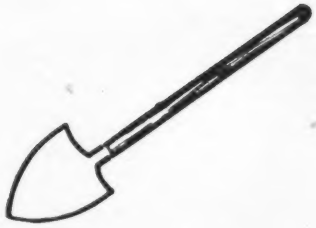
FARM TOOLS AND PRODUCTS

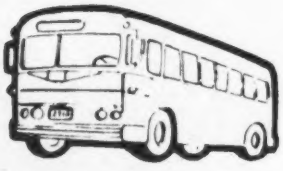
CIRCLE THE PICTURES OF THE TOOLS AND PRODUCTS THAT ARE FOUND ON A FARM.







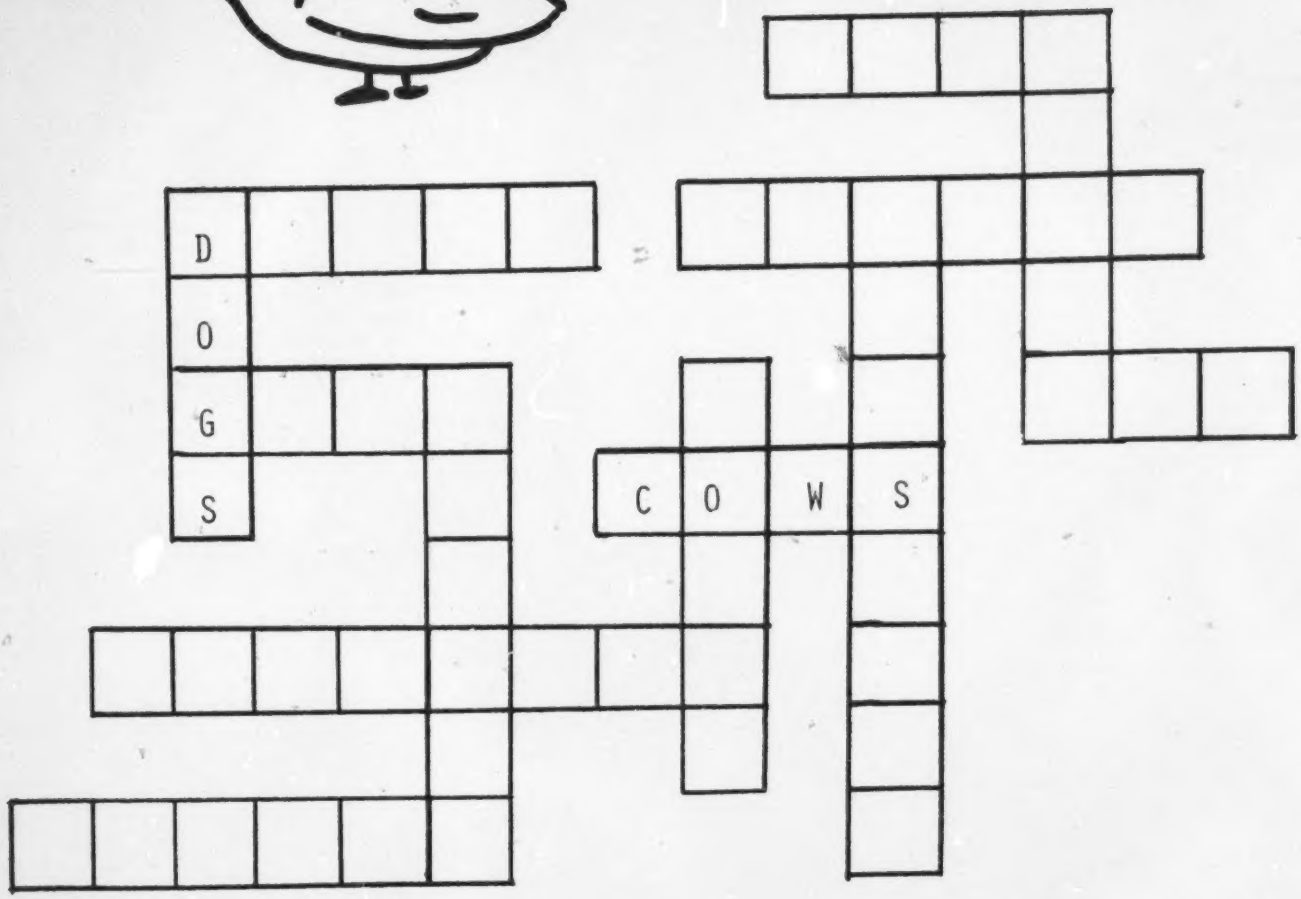




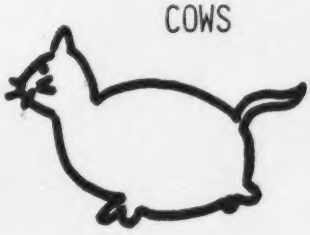
SCIENCE
SPRINGBOARD NO. 5

ACTIVITY PAGE

ANIMALS ON THE FARM



CHICKENS	HORSES	GOAT
ROOSTERS	DUCKS	DONKEY
SHEEP	DOGS	COWS
PIG	TURKEY	
CATS	GOOSE	



ACTIVITY PAGE

SCIENCE OCCUPATIONS

THEY HELP YOU FEEL BETTER _ O _ _ _ _ _.

THEY FIX YOUR TEETH _ E _ _ _ _ _ _.

THEY GROW YOUR FOOD E _ _ _ _ _ _.

THEY LOOK FOR SEA ANIMALS _ _ _ D _ _ _ _ _.

THEY MAKE YARDS PRETTY _ _ _ _ S _ _ _ _ _ _.

THEY MAKE UP NEW THINGS _ _ V _ _ _ _ _ _.

THEY TAKE CARE OF ANIMALS Z _ _ _ _ _ _ _ _ _.

FARMERS
ZOO KEEPERS
DOCTORS
INVENTORS
DENTISTS
SEA DIVERS
LANDSCAPERS

SCIENCE
SPRINGBOARD NO. 22

ACTIVITY PAGE

PEOPLE HELP US

BEAUTICIAN

DRAW LINES TO TWO JOBS THAT HELP FEED US.

BAKER

GARBAGE COLLECTOR

DRAW LINES TO TWO JOBS THAT HELP US LOOK GOOD.

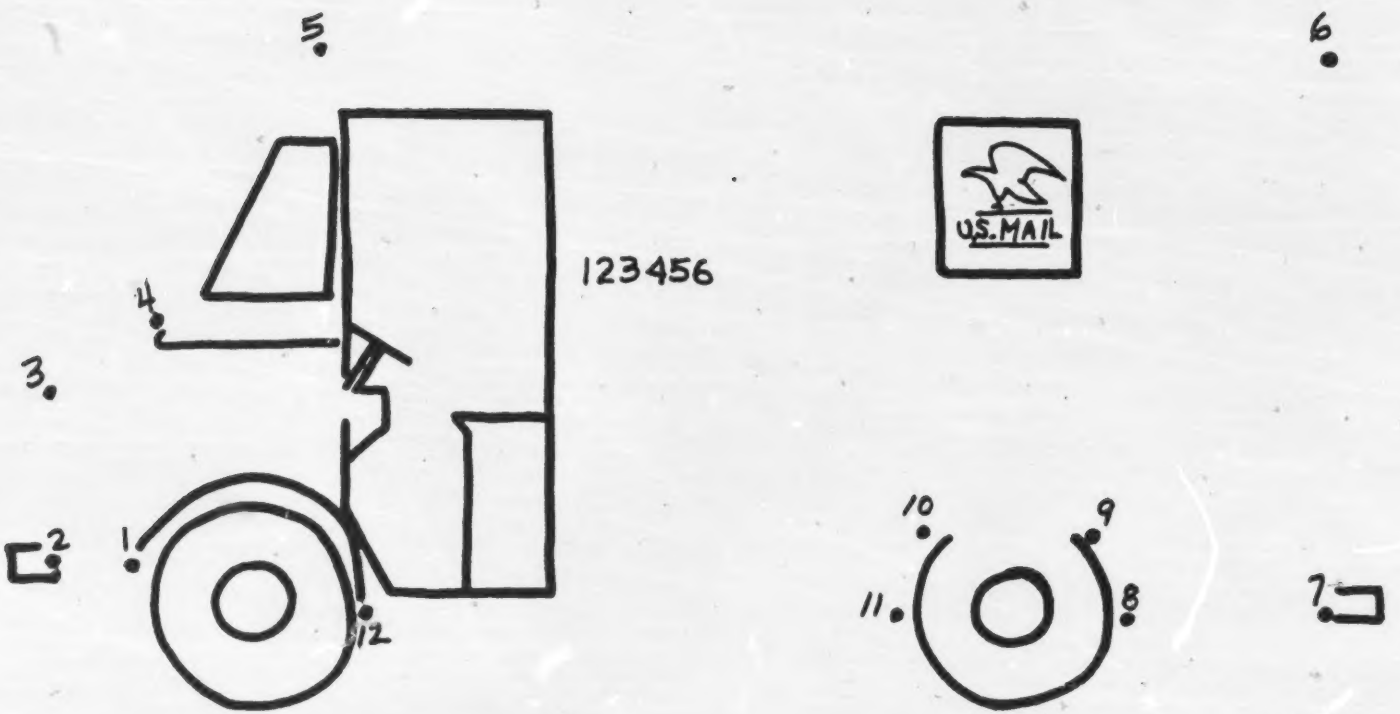
GROCERY CHECKER

BARBER

DRAW LINES TO TWO JOBS THAT HELP PROTECT OUR HEALTH.

DENTIST

ACTIVITY PAGE



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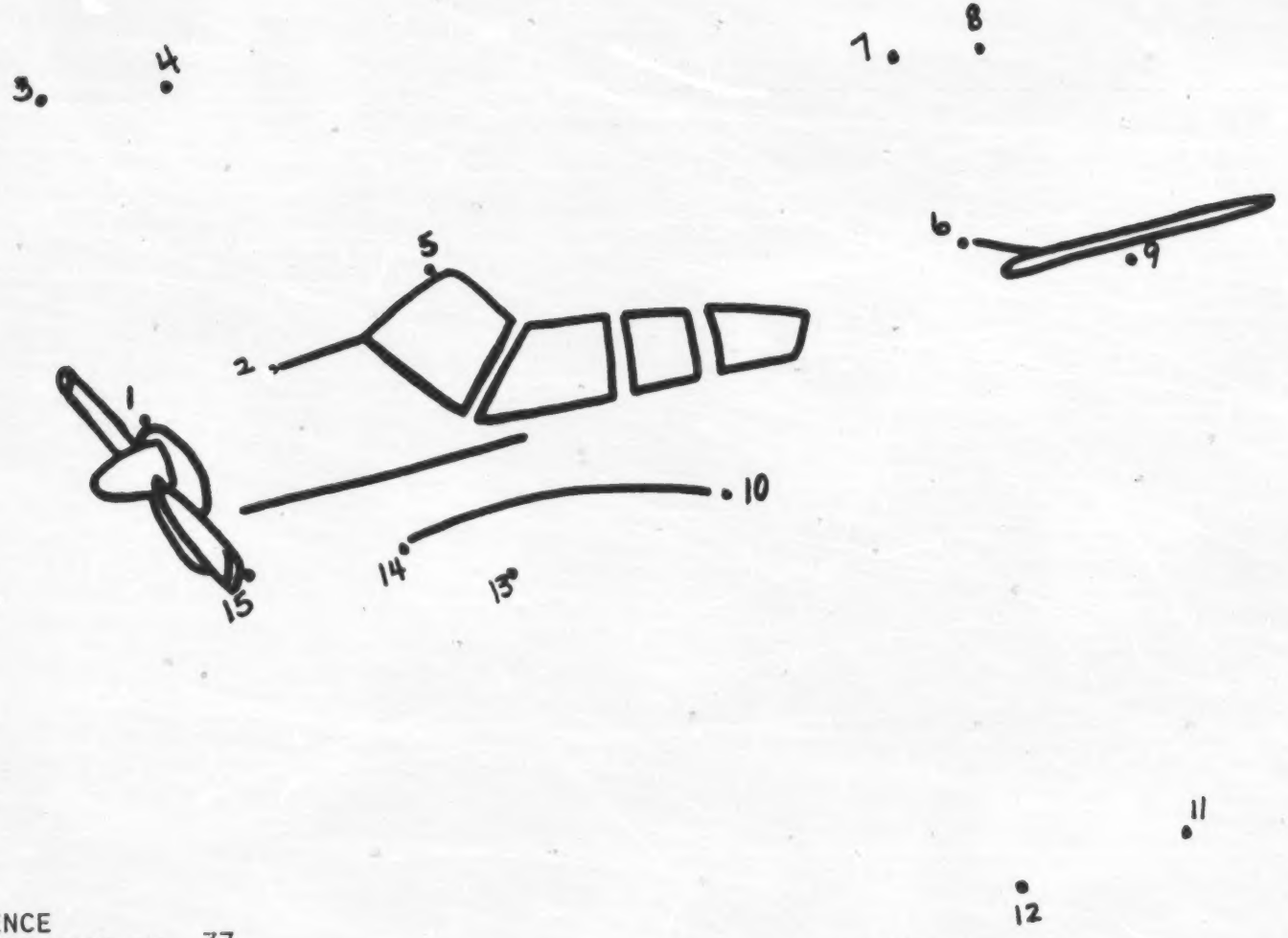
SCIENCE
SPRINGBOARD NO. 36

ACTIVITY PAGE



177

SCIENCE
SPRINGBOARD NO. 37

ACTIVITY PAGE

SUNNY

PARTLY CLOUDY

RAINY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

CLOUDY

SNOWY

K-3

HAND BOOK EVALUATION

What is your position in education? (Check one)

_____K-3 teacher

_____4-6 teacher

_____7-8 teacher

_____Occupational Information Coordinator

_____Counselor

_____Administrator

_____Other (specify)_____

Circle the appropriate response.

1. Which of the following best describes your use of the Hand Book?

Used more than 10 teacher directed activities and more than 10 student activity sheets.	Tried 10 or less of the teacher directed activities and a few of the student activity sheets.	Tried less than 10 of the teacher directed activities.	Only looked at it briefly.

2. How clear and easy to understand were the teacher-directed activities?

Extremely Clear	Quite Clear	Somewhat Clear	Hardly Clear	Not at all Clear

3. How suitable for your classroom use are the student activity pages?

Extremely Suitable	Quite Suitable	Somewhat Suitable	Hardly Suitable	Not at all Suitable

4. Generally, to what extent were the students motivated to do the student activity pages?

Extremely Motivated	Quite Motivated	Somewhat Motivated	Hardly Motivated	Not at all Motivated

5. How suitable was the material for the grade level indicated?

Extremely Suitable	Quite Suitable	Somewhat Suitable	Hardly Suitable	Not at all Suitable

6. For you, how easy to use was the Hand Book?

Extremely Easy	Quite Easy	Somewhat Easy	Hardly Easy	Not at all Easy

7. Have the activities increased your understanding as to how subject matter areas can be adapted to include occupational information?

Yes	Undecided	No

8. How useable were the Social Studies Activities?

Extremely Useable	Quite Useable	Somewhat Useable	Hardly Useable	Not at all Useable

9. How useable were the Mathematics Activities?

Extremely Useable	Quite Useable	Somewhat Useable	Hardly Useable	Not at all Useable

10. How useable were the Science Activities?

Extremely Useable	Quite Useable	Somewhat Useable	Hardly Useable	Not at all Useable

11. How useable were the Language Arts Activities?

Extremely Useable	Quite Useable	Somewhat Useable	Hardly Useable	Not at all Useable

12. What were the three best features of the Hand Book?

    1.

    2.

    3.

13. What were the three weakest features of the Hand Book?

    1.

    2.

    3.

14. Overall, how would you rate the Hand Book?

Excellent	Above Average	Average	Below Average	Poor

15. What additional comments would you like to make about the Hand Book?

THANK YOU FOR YOUR COMMENTS.

Please Return to:

Peggy Pool
Department of Adult, Vocational and Technical Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

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